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ABSTRACT

This handbook is a set of workshop materials that career/lifelong planning professionals, counselors, and human resource development specialists can use as a basis for presenting career planning workshops for adults. A staff guide that describes the Career Redirections for Adults workshop appears first. The remainder of the handbook is divided into eight sections, each of which incorporates activities and discussions and requires a two-and-one-half to three hour session. The eight content units guide participants through a developmental sequence that combines the concepts of eight decision-making/problem-solving stages with five career change stages. The eight units include what is important to the individual; interest assessment; skill assessment; the great leap (personal assessment of career options); from self-understanding to action (career exploration through interviews with resource persons); personal job readiness--overcoming barriers to implementing career change; decision making; and implementation of career decisions. Each unit contains both facilitator materials (staff guides) and participant materials/guides. Staff guides provide background information and instructions, including rationale, objectives, procedures, time, and materials required. Participant guides contain handout materials to complete the activities. At the end of each session is a journal activity for participants. (YLB)

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Career Redirections for Adults

Developed by the Education and Work Program

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Staff Guide
WHAT IS CRA?

Career Redirections for Adults (CRA) is a workshop designed to teach adults how to identify and explore their career options. It is designed for the out-of-school adult who has life and work experience and who wants to assess a current career or life situation. Additionally, it helps adults identify alternative career possibilities and use community resources to weigh those possibilities.

Through experiential workshop activities, CRA provides low risk opportunities for participants to explore various jobs and to consider their personal goals for work and lifestyle. The workshop emphasizes a process that adults can use as often as necessary to manage transitions in life and work. CRA is not a job finding or placement strategy in the sense of a job club; however, it aids participants in their job search efforts by helping them build contacts and networks among persons doing the work that interests them.

There are five important characteristics of the CRA approach:

- It involves participants in a problem solving group process that centers on career choice, by answering the question, "What is the best career for me?"
- It involves participants in a process of self-exploration that centers on defining meaningful or worthwhile work, by answering the question, "What must this career be if I am to be satisfied with it?"
- It draws on the strength and support of all members of a small group of peers to provide useful ideas, information and contacts
- It provides tools and training for realistic goal setting and action oriented planning.
- It teaches effective ways to bridge the gap between a career goal and the world of work.

CRA will enable participants to:

1. Acquire information they need to manage their careers
2. Assess their interests, abilities, skills and aptitudes
3. Acquire career decision making skills
4. Analyze options, set short- and long-range goals
5. Test the reality of their career plans

6. Understand the specific steps required to move toward career goals

7. Develop a sense of control over their careers

8. Gain confidence needed to implement their career plans

9. Begin to balance career goals with goals for other areas of their lives

10. Practice job search skills

11. Identify skill needs requiring further education or training

Not all participants will achieve every listed objective or outcome; individual needs and levels of readiness will vary. However, the materials in this Handbook address all of the objectives cited.

How CRA Was Developed

Since 1971, the Northwest Regional Educational Laboratory (NWREL) has been testing ideas that ease transitions between education and work. Initially, much of this effort was directed toward youth in school. As the work progressed, however, adults using NWREL's Experience-Based Career Education (EBCE) model, expressed concerns about making career choices and transitions. At the same time, emerging research on growth and change in adult life and labor market statistics suggested that adults are often confronted with the need to change careers. In reviewing the literature aimed at helping adults effectively manage a career change, we found a number of self-help books. However, these resources seemed to address only certain aspects of the career change process. Even fewer were found to be comprehensive in their approach.

In cooperation with the Western Nevada Community College, NWREL began the adaptation of EBCE concepts and strategies to create a model program for adult career development. Existing materials or activities were incorporated if they met the model's requirements. When existing materials were found to be inadequate, new ones were created. For over two years, with the collaboration of ten organizations, a process of development, adaptation, field trials, data collection evaluation, and revision continued. The staff guide and participant materials in this Handbook are the result of that work.

How to Use the CRA Handbook

This handbook is not an isolated document. It is a set of workshop materials that career planning professionals, counselors, and human resource development specialists can use as a basis for presenting career planning workshops for adults. The materials should be supplemented with commercially available career interest inventories and aptitude tests to assure a comprehensive career planning experience for adult participants. If the workshop leader is not qualified to administer, score or interpret commercially prepared self-assessment measures, participants should be referred to qualified testing personnel. Often

college or university counseling or career planning and placement centers offer this service on a fee basis. Where such resources don't exist, workshop leaders should purchase assessments that are self-scored and interpreted by the participants. The section titled What Interests Me? contains ordering information.

The buff colored pages contain background information and how-to-do-it information for the workshop leader. The white pages include handout materials for participants. They are reproducible and the leader should photocopy a complete set for each participant. Ideally, the copies should be three-hole punched in advance so participants can keep them in a ring binder. It is recommended that handouts be distributed as needed, rather than as a complete set. This helps keep everyone focused on the topic at hand.

The materials are sequential; however, they should be adapted and arranged to best respond to the needs of the group. Materials which are not deemed appropriate should be deleted. The exercises, procedures and ideas in the Handbook will probably not meet all your needs for developing an effective redirections program for your specific situation. You are encouraged to supplement the materials with activities you know to work well.

Background information and instructions to the workshop leader or facilitator are included in each section and for each activity. These provide the rationale as well as procedures, time and materials required. Supplemental activities and reading are suggested. Again, however, you are the best judge as to what is appropriate for your group.

Those activities which address essential elements of a sound career planning process should be retained and presented in every workshop. This will ensure that the program's goal is met and participants thoroughly understand the career planning process. Optional activities are also given. Variations or substitutions that accomplish the same objectives should be used if the facilitator knows them to be effective.

The handbook is divided into eight sections. Each section incorporates activities and discussion and requires a two and-one-half to three-hour session. Eight sessions conducted over an eight week period was found to be the optimum schedule during the field testing. However, the materials are flexible and can be adapted to other schedules. Adequate time between group meetings should be allowed so participants can complete interviews in the community, finish "homework," or complete other activities. Journal writing helps participants reflect on personal reactions to activities and internalize project outcomes.

The handbook materials may be supplemented with other resource materials listed at the end of each section. Outside speakers can include financial aid or personnel specialists, interviewers from large companies, small business owners, entrepreneurs, Employment Service staff, testing specialists, or vocational training representatives.

These persons are extremely helpful in giving participants a broad perspective as to what to expect upon re-entering education or the labor market.

Who Should Use the CRA Handbook?

The CRA Handbook is designed for use by the career/lifework planning professional. This includes college and university faculty and campus based career planning and placement specialists. It also includes career development specialists in human resource development departments of industry, private and governmental organizations.

Effective use of these materials requires a strong background in group process and group facilitation on the part of the workshop leader. This expertise is essential as the group must be encouraged to develop into a support unit for its members during the career planning process.

NWREL strongly recommends that prospective CRA workshop facilitators prepare for workshop leadership by participating in orientation sessions offered through the NWREL Training Center. These sessions assist facilitators in learning about CRA strategies through a series of activities and discussions. The sessions also offer opportunities to discuss ways of adapting or modifying the materials and strategies to meet the needs of individuals or special groups.

The Role of the Workshop Leader

The workshop leader is responsible for preparing participant materials, locating supplemental resources and identifying and recruiting outside speakers. Often, the leader must make arrangements for the use of meeting space in addition to preparing news releases, brochures or workshop announcements to recruit participants.

Enthusiasm and commitment to the project by the leader is essential for success. Often the leader shares relevant personal experiences. This helps set a tone for openness and honesty. A rule of thumb for leaders might be applied here: when asking for opinions, give yours last; when asking for feelings, give yours first!

The group will undoubtedly take on its own "life." However, some individuals may feel threatened or held back by the group, and want to move ahead or into individual sessions. Although the materials are also designed for independent work, it should be emphasized that feedback and reinforcement is gained through the group's interaction. Past participants have responded enthusiastically about the support they felt within the group.

Confidentiality is often a concern and needs to be resolved during the first session. Usually, group members quickly agree to not discuss others' personal problems and feelings outside of class.

Scheduling

The CRA workshop is flexible in regards to time. During field testing, CRA was offered in eight weekly sessions lasting about three hours each. This time frame appeared to be the most successful. Other schedules included: (1) hour-long sessions three times weekly for fifteen weeks, (2) four-hour sessions over six weeks and (3) two weekend sessions a month apart. All were rated effective by participants and facilitators.

Supplies and Space

In addition to the materials in this handbook, you will probably need:

- Pencils and lined tablet paper
- Newsprint pad
- Colored markers
- Chalkboard, chalk and eraser
- Assessment materials (as previously described)
- One copy of the participant materials for each participant

Some facilitators have used recorded music during the guided fantasy exercise.

Books and resource materials from the lists in each unit should be available to participants. If possible, reserve copies at the library.

Refreshments such as coffee, tea, soft drinks and an occasional snack help relax participants and reduce hunger during evening meetings for those who may have missed a meal.

Comfortable seating, adequate lighting, appropriate temperature and good writing surfaces are important--they often lead to the success of any workshop for adults.

The Workshop Content

The workshop materials have been designed to take adults through a structured process of self-assessment that builds confidence. In addition, the materials help adults remove any barriers they may have to their personal career progress.

Eight content units guide participants through a developmental sequence which combines the concepts of eight decision making/problem solving stages with five career change stages:

Decision making/Problem solving

1. Defining the problem
2. Generating alternatives
3. Gathering information

4. Developing information seeking skills
5. Identifying and providing useful sources of information
6. Processing information
7. Making plans and selecting goals
8. Implementing and evaluating the plan

Sources: B.W. Berland. "Career Planning: The Use of Sequential Evaluated Experience." In E.L. Herr (Ed) Vocational Guidance and Human Development. Boston: Houghton Mifflin, 1974.

Career Change Stages

1. Readiness: the building of vocational maturity, wherein the individual gains a social, physical, and psychological acceptance of the responsibility for implementing a career decision.

2. Awareness: of self and the world of work.

3. Exploration: a systematic and planned inquiry into the world of work using a wide view and including an examination of different occupations.

4. Reality Testing: balancing choices within a risk-taking structure.

5. Confirmation: a particular time in which a career decision is confirmed.

Source: E.L. Herr, and S.H. Cramer. Career Guidance Through the Life Span. Boston: Little, Brown and Company, 1979.

The eight units include:

Unit I — What Is Important to Me?
Introduces adult life stages as a framework for assessing values, working toward balance in one's life, analyzing use of time, and keeping a journal as an aid to reflecting on the issues and experiences of the workshop.

Unit II — Interest Assessment: What Do I Enjoy?
Introduces Holland's "people and environments" themes and interest surveys. Includes a journal activity.

Unit III — Skill Assessment: What Do I Do Well?
Introduces assessment of job specific and functional/transferable skills--an emphasis on identification of preferred skills and abilities and their implications for career choice. Includes a journal activity.

Unit IV — The Great Leap: From Self-Understanding to Action
Summarizes self-assessment results; introduces concept of exploring careers through interviews with resource persons in the community, reviews communications skills for interviewing. At least three interviews are required. Includes a journal activity.

Unit V — Career Exploration: Comparing the Real and the Ideal
Evaluates career exploration interview information; uses the information for selecting job areas for further exploration.

Unit VI — Personal Job Readiness: Overcoming Barriers
Focuses on identifying and overcoming barriers to implementing career change; includes confidence building and self-contracting for change; discusses change as a part of the journal activity.

Unit VII — Decision Making: Weighing the Alternatives
Introduces the decision making process.

Unit VIII — Implementation: It's Time for Action
Introduces resume preparation, job interviewing skills development, internships for career development, critical path for identifying the most desirable work settings.

The materials are sequential; however, they should be adapted and arranged to best respond to the needs of the group. In fact, materials which are not appropriate or do not seem to produce positive results should be discarded. The exercises, procedures and ideas included here

will probably not answer all your needs for developing an effective redirections program for your specific group. Feel free to supplement with activities you know work well for you.

The facilitator should make enough photocopies of the participant materials so that each person will have a set. Ideally, the copies should be three-hole punched in advance so that users can keep them in a ring binder.

Journal Activities

Included at the end of each session is a journal activity that the individual completes at home. The purpose of this exercise is to help individuals reflect on group discussions and sessions and record their personal reactions over time. This type of activity can assist in decision making, as we tend to forget how we felt earlier about a given issue.

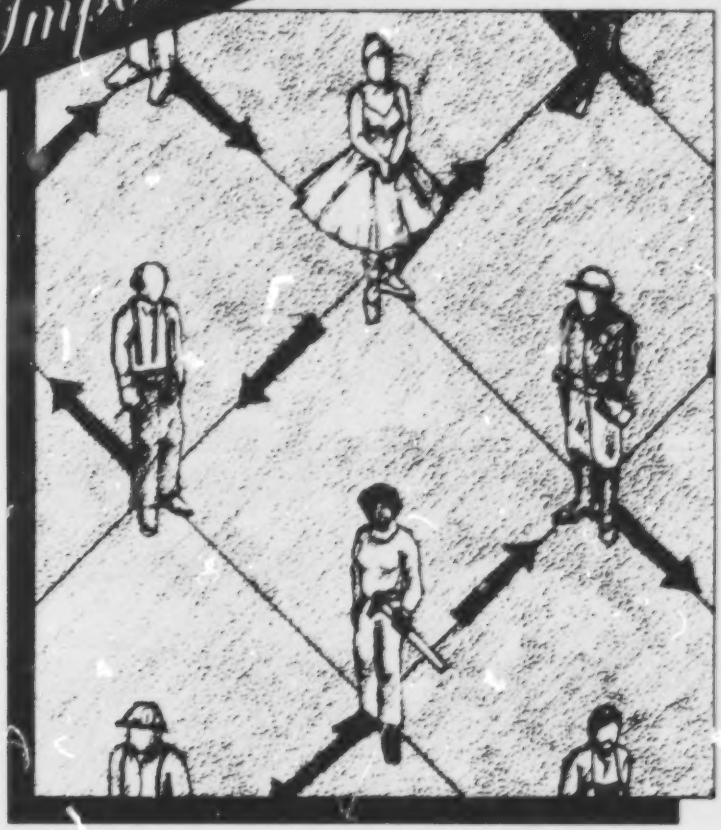
Written exercises help develop and sort out information and material for subsequent reflection. They bring other parts of the brain into use and allow us to approach learning in a more holistic way.

Although it is not required, individuals may want to share their journal entries with the group or the instructor to obtain feedback. This option should be available as time allows.

Technical Assistance

The Education and Work Program of the Northwest Regional Educational Laboratory, is available to help individuals in planning for program implementation and adapting the program to meet the specific needs of your group. Please call or write for assistance: 300 S.W. Sixth Avenue, Portland, Oregon 97204, 1-800-547-6339 (toll free) or (503) 248-6800.

UNIT I:
PERSONAL PREFERENCE
What Is Important to Me?



Participant Guide
INTRODUCTION

Welcome to Career Redirections for Adults. The goal of this workshop is to help you explore career opportunities and to take action on your choices.

People who change careers must consider fresh and creative ideas. They must gain current and additional information. And people who change careers must get acquainted with new and different individuals, groups and work environments.

Why do people change careers? There are many reasons individuals choose to make changes in their career directions including:

- Being laid off or fired
- Seeing no opportunity for advancement or challenge
- Needing to upgrade or gain new skills to maintain employability
- Changing roles for women
- Changing interests, values and lifestyles
- Declining numbers of jobs in certain fields

Whatever the reasons, making the decision to change careers can be difficult. One person observed that it is easier to change marital partners than it is to change careers. Yet the likely benefits of career change--greater job satisfaction, increased income potential, and feelings of self-renewal--usually make it well worth the effort.

Career Redirections for Adults helps prepare persons thinking about making a career change. Participating fully in this program can help individuals gain a greater sense of control.

Getting ready to make a career change means first learning more about yourself and about the world of work, both paid and unpaid. The activities in this workshop will help you know your interests, talents, skills, attitudes, values and goals. You will also have the opportunity to explore job sites in the community. You will learn firsthand what it takes to do those jobs and the skills and training they require. An important aspect of this program is that it gives you the chance to work with a group of people who are also making career choices. The group will share information and provide support for one another.

These activities are not part of a job placement service; however, we think they will help your job search. You will know what you need and want from a job and the skills and talents you can bring to it. You will also prepare for the job search through exercises in resume writing and interviewing.

The Table of Contents provides a list of the activities you will be completing. Your instructor or facilitator will lead the activities and answer questions, in addition to helping the group work together.

Staff Guide
CLARIFYING EXPECTATIONS

Rationale

Regardless of what you included in the brochure or description of this workshop, the chances are great that one or more participants will come expecting content or results that differ from what you intend. It's important to spend a little time up front having workshop participants share what they expect or want to have happen in the workshop. Doing so will help avoid disappointment and frustration.

Objectives

To help participants understand the CRA content and purposes

To acquaint the workshop facilitator with participants' reasons for coming to this workshop

Procedure

Materials required: participant handout page 9.

Approximate time required: 15-30 minutes depending on group size.

Explain that the term "career planning" means different things to different people. Some think it's a chance to update a resume; others think it's something you do when you are going back to school.

To better understand participants' reasons for coming to the workshop ask them to share their responses to the following questions:

- How did you hear about this workshop?
- What made you decide to come to this workshop?
- What kinds of activities do you want or expect to do in this workshop?
- What results do you personally want to get from this workshop?

Take notes on participants' responses. After participants have shared their reasons for coming and their expectations for the workshop, review the objectives for the CRA workshop:

CRA will enable particpants to:

1. Acquire information they need to manage their careers
2. Assess their interests, abilities, skills and aptitudes
3. Acquire career decision making skills
4. Analyze options, set short- and long-range goals
5. Test the reality of their career plans

6. Understand the specific steps required to move toward career goals
7. Develop a sense of control over their careers
8. Gain confidence needed to implement their career plans
9. Begin to balance career goals with goals for other areas of their lives
10. Practice job search skills
11. Identify skill needs requiring further education or training

Explain that not all participants will achieve every objective or outcome listed as individual needs and levels of readiness will vary.

Remind participants that in this workshop they will likely achieve what they put into it--the workshop will require efforts on their part in reading, writing, reflecting and sharing and completing outside activities. Suggest that the workshop is most effective in a climate of honesty, openness and trust. Therefore, all information shared should be treated as confidential and not repeated outside the workshop.

Ask for questions and/or comments and respond. Conclude the activity with assurance that no one outside the workshop will read participants' responses. During sessions they are free to choose what they want to share, both with other participants and with the leader.

Staff Guide
INTRODUCTORY ACTIVITY

Rationale

Introductions and warm-up activities are important; they establish a sense of community. Participants need to feel comfortable with the instructor and other members of the group before they share personal information.

It is probably best for you to disclose information about yourself at the initial group meeting. Giving some personal data about your work history, family life, current plans, frustrations or enjoyments will help others appreciate your capacities as a group facilitator. Talking about yourself also makes it easier for participants to share information about themselves. Whenever possible, include yourself in group activities.

There are numerous warm-up exercises from which to choose. The following is recommended because it helps participants remember past career aspirations so they can set the stage for values clarification. It also provides an excellent chance for group members to get acquainted.

Objective

To help the participants and the workshop leader get acquainted

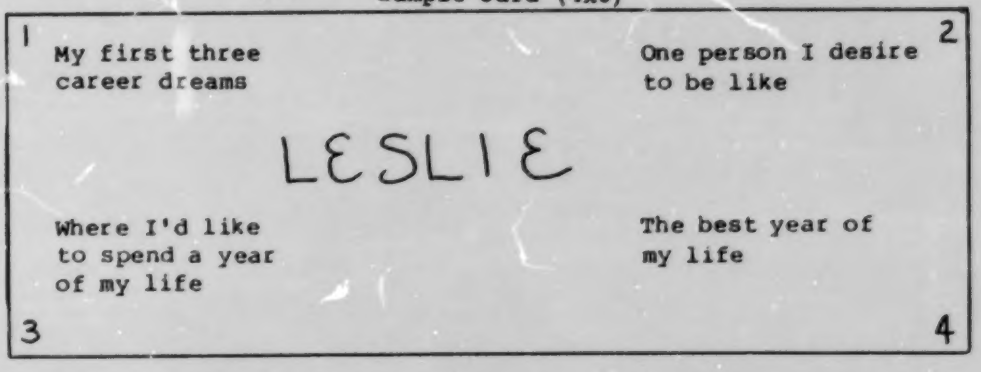
Procedure

Materials required: 4 x 6 card and stick pin for each participant.

Approximate time required: 20 minutes.

Provide each participant with a 4 x 6 card and a stick pin. Ask that each person record his or her first name in the middle of the card and the following information in each corner: (1) name the first three career dreams you remember (childhood aspirations), (2) name one person you desire to be like, (3) name one place you'd most like to spend one year of your life, and (4) name the best year of your life.

Sample Card (4x6)



Each participant should meet at least half the other members; if the group is too large you may wish to break into groups of four, five or six. Have participants share the information on their cards within their groups. Encourage them to ask questions of each other.

An alternative is to pair participants and have them get acquainted with their partners. Then they introduce the partner to the whole group summarizing what they've learned.

After the information sharing activities and introductions, ask participants to retain their cards. It is interesting to see whether childhood career dreams and aspirations are consistent or related to current career interests and values.

Ask participants to pin their cards on so they're visible to others. Instruct them to circulate and meet as many people as possible. Encourage them to share the information they've written on at least one corner of the card.

Staff Guide
ADULT LIFE STAGES

Rationale

The topic of adult life stages is a popular one. Many adults seem to enjoy assessing their progress through developmental timetables. This section includes a synthesis of current research on adult life stages and the developmental tasks that accompany them. Realizing that a person may have missed making a career choice when most others that age were doing so, helps explain feelings of isolation and frustration. For example, a woman whose early career choice was homemaking may now have the same need as some young adults to explore a wide range of careers.

Objectives

To help participants understand that adults continue developing throughout life

To present the concept of transitions

To use the concepts of change and transition as a framework or context for career planning

Procedure

Materials required: participant handout, pages 17-18.

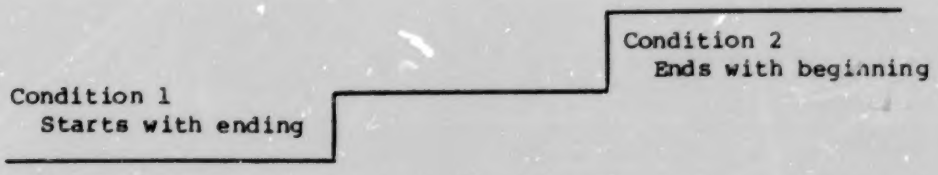
Approximate time required: 30 minutes.

1. Give participants a few minutes to read the handouts--Ages and Stages and Tasks and Transitions.

   Point out that this information is drawn from the work of several researchers who suggest that adulthood is not a static period. Direct participants' attention to the issue of male/female differences in the tasks and the ages at which the tasks occur. You may want to mention that most of the research thus far has involved only upper middle-class white men. Studies are currently being done on women's life stages. Point out that the stages and tasks overlap--there is no set time to start specific tasks, but rather general time frames in which most people start addressing those tasks.

2. Use the following questions to encourage discussion and sharing. It is often helpful for facilitators to share their own ages, stages, tasks and transitions, particularly if the group is having difficulty getting started.

3. Introduce the notion of transition. We "transit" when we move from one stage to another. Draw the following diagram:



Point out that some transitions are easy, and some are difficult. Some transitions are small, for example getting up in the morning. Other transitions are much greater, such as a change in marital status. Some transitions are voluntary and some are involuntary. Refer to Bridges' model of transitions. Note the following:

a. We start with an ending--what <u>was</u> is not there or not the same anymore. We can't go back--we must go on. We no longer identify with the old situation.

b. In the middle there's a <u>neutral</u> zone. Not much appears to be happening. We may behave in ways that are out of character for us. Generally, however, this is a time when we feel like we aren't accomplishing much. Yet, as Bridges says, there is a lot going on inside ourselves. We are getting ready for the next stage of the transition.

c. The transition ends with a beginning. As we come out of the neutral zone, we have experienced changes that allow us to make a beginning. Unless we travel through the ending and the middle, we aren't ready for a new beginning.

d. As we move through life stages, we make many transitions. Sometimes we're in step with those closest to us and sometimes out-of-step. This can be exciting, yet occasionally painful.

e. It's important to remember that to one degree or another, we all change over our life times. We question the usefulness or appropriateness of the previous choices we've made. But those questions and doubts enable us to take the next step.

Using the list of stages and developmental tasks, ask participants to place themselves in their appropriate chronological stages and work backwards, checking off the tasks they feel they have accomplished. Then discuss the following:

- What tasks are you facing in your present situation?
- How do you feel about the tasks you face in relation to your age?
- If there are tasks you need to work on, what early choices caused you to skip them?

- Does the ordering of the tasks apply to both male and female development? What differences are there, if any?
- How accurate is the ordering of tasks? Think of men and women you know.
- What value choices have you made that influenced your adult development?
- What future choices do you anticipate that will affect your development?

From this discussion move to the Values Assessment exercises beginning on page 19.

Participant Guide
ADULT LIFE STAGES

Most people agree that children grow and develop in stages. If you have watched young children growing up, you've probably seen the various stages of development. Children's internal "clocks" move them through a pattern of growth. This growth is physical, emotional, intellectual and social. Although children move at their own pace, most go through these stages at about the same age.

Many researchers now believe that adults go through life in stages also, with alternating periods of settling in and making changes. Children must master skills in a sequence, and so must adults. They must manage the tasks of each stage before moving on to the next. Knowing what to expect at each stage can help adults cope with the changes and challenges of growth.

The following chart displays some of the adult patterns and tasks that have been identified by researchers. The terms for the stages and the exact ages for beginning and ending these stages vary and may overlap. It is also important to note that most of the research has studied the life experiences of men. Tasks in life stages of women may occur at different points.

Ages and Stages	Tasks and Transitions
Late Adolescence/ Young Adulthood 17-23	1. Leave parents' home and control 2. Develop independence and identity 3. Strengthen friendships 4. Begin work or college 5. Make career choices 6. Adjust to being on one's own 7. Take first steps to adult roles
Early Adulthood 23-32	1. Choose a mate 2. Begin parenting 3. Get settled in a career 4. Increase ability to rely on one's self 5. Form adult friendships 6. Begin planning for the future
First Adult Assessment 30-34	1. Question relationships 2. Question values 3. Question emerging identity as lifelong 4. Think about major shifts in life direction

Ages and Stages	Tasks and Transitions
Adulthood 34-42	1. Stabilize the life structure 2. Strive to advance in career 3. Become active in community 4. Commit more time and energy to family and personal interest
Midlife stock-taking 39-42	1. Question values and achievements 2. Question self and the meaning of life 3. Re-examine marriage 4. Become aware of physical aging and the limits of the time left 5. Experience loss of stability
Middle Age 43-55	1. Stabilize the life structure again 2. Address issue of career, achievements and/or changes 3. Adjust to children leaving home 4. Address issue of aging parents 5. Develop social life
Late Middle Age 55-65	1. Adjust to physical changes 2. Deepen personal relationships 3. Strengthen self-acceptance 4. Pursue leisure activities 5. Prepare for retirement 6. Adjust to loss of mate
Young Old 65-75	1. Leave paid work 2. Demonstrate greater concern over health care 3. Manage leisure time 4. Adjust to spending more time with mate 5. Adjust to loss of mate 6. Adjust to new financial status 7. Take up search for meaning 8. Address issue of own maturity and death 9. Seek new ways to achieve
Old Age	Researchers continue to study this stage to identify its developmental tasks.

Additional information about adult life stage development can be found in the resources listed at the end of this unit.

Staff Guide
WHAT'S IMPORTANT TO ME?

Our behavior is the best indication of our values. How we choose to spend our time tells more about our values than what we say we value. Twenty Loves asks each participant to recall and examine 20 things they love to do.

This activity is appropriate for participants who are serious about understanding themselves. It is also useful for those who want to analyze how they currently spend their time.

Objectives

To help participants consider their values

To help participants understand personal values are reflected in how they allocate time and resources

To present an overview of the valuing process

Procedure

Materials required: participant handout, pages 22-25.

Approximate time required: 45 minutes.

Directions for the Twenty Loves are included in the participant materials. To keep the group together, have participants list their twenty loves, then stop. If this task seems difficult for some, encourage them to think back to their childhood and school days for things they loved to do and may have forgotten.

Introduction to Values Assessment

1. Point out that we live in a confusing world that forces us to make choices about how we are going to lead our lives. Our values guide our choices. Regardless of our age or stage of development, we all experience some inner confusion or conflict about what our values really are. We are often confused about our values regarding politics, religion, work, leisure time, our choice of friends, love and sex, material possessions, peace, and so on.

2. The issue of values is particularly crucial when we choose our careers. Career choice can encompass many of the areas previously mentioned. A clear understanding of personal values is essential in making appropriate career choices. Thoughtful consideration of personal values can help in gaining control over life and career.

3. The valuing process includes:

- Prizing — You have strong feelings about an issue and hold fast to your beliefs in public.
- Choosing — You have adopted this position after considering the alternatives. You have also considered the consequences of the alternatives. Regardless of outside influences to think or act differently, you choose your own position freely.
- Acting — You act on the position you have taken; it is reflected in your behavior. You also act consistently on your position, rather than changing your mind.

4. Ask a participant to volunteer a personal value, the position taken, how it was chosen, how it was acted upon and so on.

5. After discussion, present the participant handouts for Values Assessment and Twenty Loves, pages 22-25.

This activity usually involves discussion on such terms as intimacy, risk and validation. Encourage people to give their own meanings to the terms. However, be prepared to provide suggestions. For example:

Intimacy — This can be physical, intellectual, emotional or spiritual. In each instance, being intimate requires a deep closeness to another being and can cause some individuals to feel vulnerable.

Risk — There are physical, intellectual, emotional and spiritual risks. Risk is involved when individuals stretch their limits and go beyond everyday boundaries of relationships or activities.

Validation — Some people need external signs of approval or extrinsic rewards to make an activity seem worthwhile or valuable. Validation can take the form of awards, money or praise.

After participants have listed their 20 loves, read aloud the following. Participants should record their responses in the columns to the right of their lists.

a) Enter the date of the last time you did this.
b) Do you prefer to do this alone or with other people? Enter "A" for alone; "P" for with other people.
c) Would your living partner, family or best friend like or approve of this thing? Choose whomever is closest to you and enter Yes or No.
d) Did you like to do this thing five or ten years ago? Enter 5 for five years; 10 for ten years, and so on.
e) Do you plan to do this thing when you retire? Enter a check mark (✓) if you plan to do it when you retire.

f) Does doing this thing require any risk, either physical or emotional? Enter" R" if it requires risk.
g) Does doing this thing require intimacy? Enter "I" if it requires intimacy.
h) Does doing this thing have to do with your work? Enter "W" if it relates to your work.
i) Does doing this thing cost money? Enter "$" if it costs money to do this thing.
j) Do you need validation (credit, certificate, degree) to do this thing? Enter "V" if you need validation or if validation would make it better.
k) Put a star by the five things you like best.

After participants have finished marking their twenty loves, ask them to reflect upon those things they value or love most. Have them begin by focusing on the five they like best. Use the following questions for discussion (they also appear on page 24 in the participants' materials):

- Have there been changes in my values over the past several years?
- Are there things I love to do that I am not doing much anymore?
- Have there been changes in my lifestyle? Should there be?
- Do I like to be around people or do I prefer to be alone?
- Do I need to get validation for the things I love to do?
- What proportion of the things I love to do relate to my work?
- What proportion of the things I love to do involve my family?

Have participants record on page 24 the three things they discovered or rediscovered about themselves.

Point out that, as some participants may have noticed, some values change over time while others may remain fairly constant. Sometimes changes may relate to a developmental task necessary to work on or to a different life situation. Many people find it useful to "take stock" of what is important to them periodically. It helps set personal priorities straight.

Participant Guide
WHAT'S IMPORTANT TO ME?

What do you want in life?
What is important to you? How important is it?
What do you value?

Before you can choose a new direction in your life, you must know what it is you want and what is really important to you. This is often the most difficult part of change as the typical response is, "But I don't know what I want!"

The first step in analyzing our needs and wants is an assessment of basic life values. Once we understand these basics, we can evaluate options. When we know our high ranking values, we can make decisions to change or not to change. We can be confident that we are acting consistently. Three values assessment exercises are included in this section to help you know what it is you really want out of life.

Materials have been included that will assist you in clarifying and describing your value system. It's important not to judge your values nor anyone else's, as values cannot be labeled good or bad. However, it's often possible to identify values which most people accept or reject. It's also possible to recognize those values which are thought to relate to one sex or the other and to re-evaluate their relevance to your life. As you work through the exercises try to focus on how you feel about each value, not how you think you should feel or how society thinks you should feel.

What's important to you often shows in what you do and how you choose to spend your time. The first activity, Twenty Loves, will help determine your values and see how they relate to what you do and the choices you make.

The second activity looks at changes in your values. The notion that our values change is difficult to accept. We see our values as lasting and permanent. However, many people experience a change in values in midlife. What was once important may not seem so any more. As your life changes, so do your values.

Finally, the last activity attempts to divide your values into those that relate to your life work, to your personal relationships and to yourself. Although there is some overlap, it is important to discover which of your values are not being fulfilled. Too often, we assume that we know the source of our frustration; we make a change that, in fact, does not meet our real need. For example, a job change is not going to help a person feel better about his or her personal worth unless the job is the only and direct cause of the negative feeling. It is often not that simple.

The understanding you will gain in these activities will help you sort out your options and choose directions that are meaningful to you.

Twenty Things You Love To Do

As you look at your personal values, ask yourself, "Am I getting what I really want out of life?" If you settle for whatever comes your way, you may be living a life that is not based on your own values. Consequently, the results may not be very satisfying or meaningful to you.

A big step toward a meaningful life is knowing what you value and what you want. This knowledge will help you assess how and with whom you spend your time and energy. The following exercise will help you examine your most prized and valued activities.

Twenty Loves

Directions

1. On page 25 make a list of 20 things you really love to do.

2. Answer the following questions for each item you list. In the columns to the right of your list you'll find a square for your answers.

    a) Enter the date of the last time you did this.
    b) Do you prefer to do this alone or with other people? Enter "A" for alone; "P" for with other people.
    c) Would your living partner, family, or best friend like or approve of this thing? Choose whomever is closest to you and enter Yes or No.
    d) Did you like to do this thing years ago? Enter 5 for five years, 10 for ten years, and so on.
    e) Do you plan to do this thing when you retire? Enter a check mark (✓) if you plan to do it when you retire.
    f) Does this thing require any risk, either physical or emotional? Enter "R" if it requires risk.
    g) Does this thing require intimacy? Enter "I" if it requires intimacy.
    h) Does this thing have to do with your work? Enter "W" if it relates to your work.
    i) Does this thing cost money? Enter "$" if it costs over $5.
    j) Do you need validation (credit, certificate, degree) to do this thing? Enter "V" if you need validation or if validation would make it better.
    k) Put a star by the five things you like best.

Adapted from Simon, Howe and Kirschenbaum. Values Clarification. Hart Publishing Co., New York, 1972.

3. After you finish the sheet, reflect on those things that you care about. Start with the five that you marked with a star. Ask yourself the following:

   - Have there been changes in my values over the past several years?
   - Are there things I love to do that I am not doing much anymore?
   - Have there been changes in my lifestyle? Should there be?
   - Do I like to be around people or do I prefer to be alone?
   - Do I need to get validation for the things that I love to do?
   - What proportion of the things that I love to do relate to my work?
   - How much of what I love to do involves my family?

4. What have your learned from this activity? Write down three things you discovered or rediscovered about yourself.

MY TWENTY LOVES	Date	Alone or with people?	Approval from another?	Loved it 5 or 10 years ago?	Do it when you retire?	Any risk?	Requires intimacy?	Work-related?	Costs $5 or more?	Validation
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										

Staff Guide
ADDITIONAL ACTIVITIES

Rationale

Changes in life stage involve certain tasks and transitions of the life stage in which we find ourselves.

The preceding activity has proven useful to most adult participants. Those with more life experience are able to identify values that have been constant and those that have changed. Some younger participants may be unable to perceive any shifts in their values. Younger participants tend to think that what's important now will also be important in the future. Therefore, if a group includes both younger and older participants, the facilitator can guide the discussion so the experiences of the older participants serve as a resource. If the group is comprised entirely of young participants, we suggest adding the following exercise.

Alternatives for younger participants include a forced choice exercise that asks individuals to choose one alternative over the other. For example, a list of alternatives such as the following might be asked:

Are you more:
Like a teacher or a student?
Like the present or the future?
Intuitive or rational?
Like a file cabinet or a liquor chest?
Like a loner or a group?
Like a flower or a tree?

Ask participants to complete a written list of choices, then find a partner and discuss why they made those choices. Bring the group together again and try to draw out the implications of their values for their career choices.

Another useful activity with younger participants is the Value Survey developed by Milton Rokeach (1967). This lists 18 values which participants rank in the order of personal importance, with (1) being of highest importance and (18) of lowest importance. The list is available in Values Clarification by Simon, Howe and Kirschenbaum (Hart Publishing Company, Inc. 1972).

Staff Guide
VALUES AND YOUR LIFESTYLE:
WORKING TOWARD BALANCE IN YOUR LIFE

Rationale

After completing the preceding activities and discussions regarding the valuing process and personal values, participants should gain a stronger sense of the values they hold and why they are important. The following activity introduces the concepts of balance in three areas: (1) the personal self and the inner life; (2) the work life--whether paid employment or volunteer service in the community; and (3) the relationships that make up our roles as friend, spouse, parents and so on. In general, people experience a greater sense of well-being when their lives are in balance; that is, when one area does not dominate the others. Discomfort or lack of balance is often the result of important values not being recognized.

In this exercise, participants are encouraged to think of ways they apply their values in the contexts of the personal self, the worker self and the self that assumes roles in relation to other people.

It is important for participants to discover those value areas that are not being recognized. Too often, we assume that we know the source of our discontent and make a change that, in fact, does not meet our real need. For example, a job change is not going to help a person feel better about his or her personal worth unless the job situation is the only and direct cause of the feeling. It is often not that simple.

Objectives

To help participants consider how they apply personal values in the different contexts of their lives

To help participants begin to balance career goals with other life goals

Procedure

Materials required: blackboard and chalk or newsprint sheet and markers, pages 30-34.

Approximate time required: 60 minutes.

On the board or newsprint, draw a circle divided into three sections as on page 29. Our personal self, relationships, and work represent areas of our lives that must be integrated for balance. Each area has its own set of needs. For example, in times of pressure at work, the circle may not be divided equally, and we may have more needs in that area than in the other two. In addition, each area affects the others. How we feel about ourselves influences how we feel about other areas of our lives. Thus, it becomes necessary to assess from time to time the values that

are or are not being met. Ask participants to work individually through each of the first three worksheets--assessing important work values, relationship values and personal values.

Encourage participants to record their first reactions when rating the importance of each value. Most often the first response is the most accurate; thinking too much either confuses or allows the "shoulds" and "oughts" to dominate the response.

On the fourth worksheet, have each participant record:

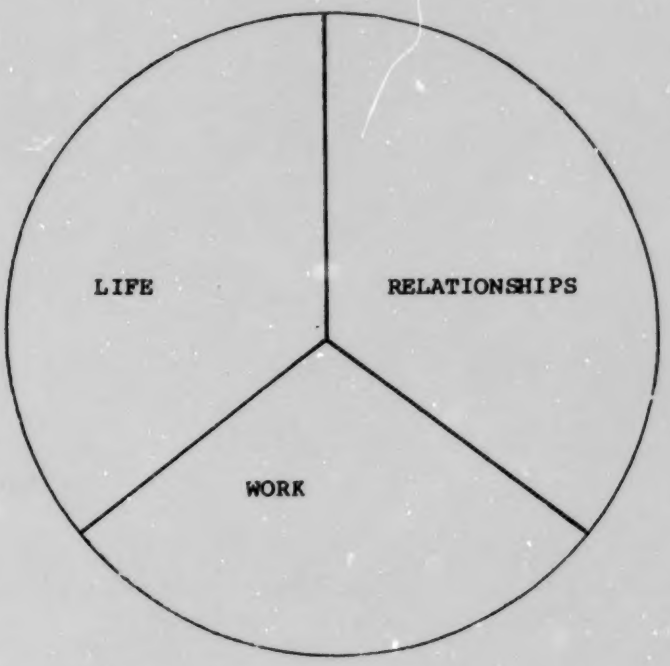
- Very important values in each area
- Very important values that are being met
- Very important values that are not being met

Make sure participants actually write down their values (although they may abbreviate or use key words) to reinforce the source of unfulfilled values.

After participants have summarized their values, ask them to divide into dyads and share their unmet needs from the areas they feel most comfortable in discussing.

Finally, on the Goals for A Balanced Life Style sheet (page 34), ask individuals to think about specific steps they might take to work toward meeting their unmet needs. Sometimes participants find it difficult to set goals or think about what they could do to satisfy their values. Discussing an unmet value and possible actions or goals for satisfying that value may be useful. The group may benefit from brainstorming about an unmet need volunteered by one of the group. Depending on the comfort level of the group, dyads may be used.

This exercise is often powerful; it can be unsettling for those who discover they have some very important unmet values. Encourage participants to think of other resources that might help them address those concerns (both personal and relationship) that are not being discussed in CRA or that they would prefer to work through privately. Offer referral assistance if necessary.



Adapted from Work Values Inventory by Donald Super. Boston: Houghton-Mifflin Company, 1970 and materials published by The Individual Development Center, Inc., Seattle, Washington.

WORK VALUE CHECKLIST

This checklist and rating scale will help you identify your values related to work.

Using the following scale, rate the importance of these work values to you by checking the appropriate column:

(VI)=Very Important (SI)=Somehwat Important (NI)=Not Important

ON THE JOB, WHAT IS IMPORTANT TO YOU?

	VI	SI	NI
Steady income with secure fringe benefits			
Chance for advancement; increased pay			
Travel			
Doing a variety of tasks			
Respect and recognition			
Friendly co-workers			
Pleasant physical surroundings			
Expectations by boss clearly defined			
Being in charge/supervising/managing having authority			
Persuading others			
Motivating and inspiring others			
Teaching/training others			
Flexible hours; control over own time			
Regular hours (little overtime)			
Leaving my mark on the world			
Chance to use my own ideas/creative expression			
Working as part of a team			
Being my own boss			

	VI	SI	NI
Living in the Northwest (or some other specific location)			
Working on one project at a time			
Time and energy left for outside activities			
Opportunity to learn new things			
Working for a cause; being of service to others			
Having clearly defined tasks			
Spirit of competition; chance to be successful			
A lot of responsibility			
Physical activity			
Producing a tangible product			
Working with details, data, numbers			
Working with things/machines			
Challenging work			
Job security			
Desired salary (name amount)			
Seeing results of work; accountability			
Important, necessary work			
Opportunity to use my special skills/knowledge			
Working with an organization, individuals of high integrity			
Producing a high quality product			

Use the following scale to rate the importance of these to you:

(VI)-Very Important (SI)=Somewhat Important (NI)=Not Important

REGARDING RELATIONSHIPS, WHAT IS IMPORTANT TO YOU?

	VI	SI	NI
Knowing lots of people, a big circle of acquaintances			
A strong family circle			
A good, solid one-to-one emotional relationship (spouse, partner)			
A strong support system, e.g., close friends, church, club, organization, union sorority, athletic team			
An exciting romantic partner or lover			
Compatible colleagues (boss, peers, subordinates)			
A few close and intimate friends			
A network of good contacts, people who would be helpful if I needed career assistance			
People who I can help in some way; a feeling that I am useful to others			
Having consistent contact with people I care about (family, friends, etc.)			
People who help me learn, understand more			
Other:			

Use the following scale to rate the importance of these individual values to you:
(VI)=Very Important (SI)=Somewhat Important (NI)=Not Important

IN YOUR PERSONAL LIFE, WHAT IS IMPORTANT TO YOU?

	VI	SI	NI
Experiencing a sense of accomplishment			
Making my mark in the world			
Serenity, a peace of mind; not to worry			
Financial security, not having to worry about bills and financial obligations			
Ability to have fun			
Knowing that I am growing intellectually			
Looking after my health, getting right exercise, eating right foods			
Being well-liked by co-workers			
Growing spiritually, having a religious strength			
Learning to accept myself, my limitations; liking myself			
Learning good people skills; managing conflicts; being sociable			
Growing toward emotional maturity; learning to understand and control my feelings and emotions appropriately			
Having a place to retreat to (home, etc.)			
Being able to enjoy a number of hobbies			
Being creative			
Maintaining my sense of humor			
Having a sense of spontenaity			
Other:			

WORK, RELATIONSHIP, AND PERSONAL VALUES

	WORK	RELATIONSHIP	PERSONAL/SELF
1. List your Very Important (VI) values in:			
2. Which of your Very Important values are currently being satisfied in:			
3. Which of your Very Important values are not being satisfied in:			

GOALS FOR A BALANCED LIFE STYLE

To create a balanced life, we must identify our needs and satisfactions in the following areas:

A. Relationships	Do I need to add, correct, omit or deepen some relationships? Do I need to enlarge my circle? Are any of my relationships costing me growth and fulfillment in other value areas?
B. Personal	To gain further self-understanding and maturity, what do I need emotionally, physically, spiritually, intellectually? What do I need to feel really good about myself?
C. Work	What do I need to increase my work satisfaction and feelings of accomplishment?

Based on the realities of your present situation and the insights gained from your self-discovery assessment, determine those areas of your life which need new goals. Be specific and action oriented in stating your goals.

Relationships	Personal	Work

Staff Guide
MANAGING WORK, RELATIONSHIPS
AND PERSONAL RESPONSIBILITIES

Rationale

"Finding the time" is often a real barrier to planning a career and implementing change. Sometimes, with a little help, people discover that they can make better use of the time they have. The saying "there is always time for what is important to you," is usually true.

The exercise, Managing Work, Relationships and Personal Responsibilities, asks people to evaluate and prioritize their time-consuming tasks. It encourages participants to re-evaluate their tasks.

This activity is optional. It generally works best for women who are married and/or who have children, perhaps because they are more conscious of the need for time management. It is recommended that the facilitator survey the group to determine the level of need for this exercise. If very few individuals feel that time management is an issue, encourage them to do the exercise at home.

Objectives

To help participants allocate time more effectively

To help participants feel more in control of their lives, time and careers

Procedure

Materials required: participant handout, pages 37-40. Additional handout optional.

Approximate time required: 30 minutes.

Ask participants to record their time-taking tasks under Work, Relationships and Personal Responsibilities. Read aloud directions 1-7 and have participants respond. Ask one person to volunteer a troublesome task. The group can then brainstorm ways to reduce the time and energy devoted to that task.

If time management seems to be a significant issue, the following activity may be added as time permits:

Supplementary Activity: Time Use Management

Time can be divided into the following three categories:

1. Committed time is the time one has either given or sold to another. It may be work time, class time or volunteer time, including the time needed for transportation.

2. Maintenance time is that which is needed to maintain oneself (eating, sleeping, grooming) and caring for others (cooking, cleaning, chauffeuring, shopping).

3. Discretionary time is the amount of time left over. Most people want to increase their discretionary time.

These categories can be particularly useful in pointing out that we often have more discretionary time than we think we do. Even though our time seems filled, the knowledge that we choose ways of filling it is revealing. We tend to exaggerate our committed and maintenance time by choice. For example, a certain amount of time is needed to prepare a meal. If we choose gourmet productions, then it is no longer maintenance but rather discretionary time we are choosing to use. Or a particular work project may require a certain amount of time. If, in our zeal and enthusiasm we choose to spend twice the time actually required, we are using discretionary time, not committed time.

The time use analysis on pages 39-40 can help people see their own time use.

Participant Guide
MANAGING WORK, RELATIONSHIPS AND PERSONAL RESPONSIBILITIES

List the time-taking tasks that are now your responsibility in the following areas:

Work	Relationships	Personal
(Include preparation time and travel to the job, assignments brought home, related training, etc.)	(Include responsibilities for home maintenance and family matters as well as for keeping up personal relationships.)	(Include haircuts, personal recreation, crossword puzzles, etc.)

1. Now cross out any tasks that are simply unnecessary, that can be eliminated without further thought. Remember, guilt is a waste of energy. Be realistic and honest.

2. Next, rank order the rest of your tasks in terms of their real priority to you. Number 1 is most important and so on.

3. Look first at those tasks you number 1, 2 and 3. Does "most important" mean that you must do it yourself? Could another family member take on this task? Could someone be hired to do this at a cost you could afford? If so, who?

4. Look at the tasks of lesser importance. Can anyone else take responsibility for them?

5. Role play with another person how you will negotiate the assignment of tasks in your home and family.

6. How do you feel about those tasks that are yours alone? Are you holding on to a task because you really enjoy it?

7. For every task that's solely your responsibility, brainstorm ways to reduce the time it takes!

Say to yourself: "Given that I must do_____, are there ways to do it faster? Are there ways to do it more easily? Could it be combined with something else? Is the anticipation worse than the actual task? Do I spend more time thinking about it than I spend doing it? Are there better times of the day for me to do this task? Do I save mindless tasks for tired moments? Does putting it off make the task larger? Do I manage to get the less important tasks finished but not those that I consider really important? Who is in control of my time? Me?"

Now brainstorm your answers. Be as honest as possible.

Time Use Analysis

Calculate the approximate amount of time you spend per week in each category and list the hours spent on each. You may disagree on the categories. Feel free to move the examples from one area to another. Prorate time for things done each month or only occasionally.

Committed Time	Hours	Maintenance Time	Hours	Discretionary Time	Hours
Paid work		Sleeping		Entertainment	
Volunteer work		Shopping		T. V.	
Homework		Meal preparation		Physical activities	
Education/training		Home maintenance		Hobbies	
Community/committee responsibilities		Auto maintenance		Recreational reading	
Driving/commuting		Child care		Family interaction	
Church obligations		Personal grooming		Socializing	
Other:		Other:		Jogging	
				Vacation/travel	
				Gardening	
				Personal phone calls	
				Other:	
Total		Total		Total	

Examining the Time Use Analysis

A week has 168 hours. What have you learned about your time use?

People choose to spend their time differently. It is most important to stress the notion of choice. Choice means we have control of our time; we can decide how to want to spend our time.

What causes one person to spend time one way and another to schedule time differently? What determines how we spend our time?

Brainstorming in a group will generate numerous causes. Once again it should be obvious that there is a good deal of choice both in responding to these causes and in increasing discretionary time.

Adapted from John W. Loughary, "Finding Time", Lifespan, V. 2, No. 1, 1977, p. 2.

Introduction to Journal Activities

Writing helps to clarify your thinking. Writing down your reactions to the workshop sessions will help you know more about your thoughts and feelings. This written conversation with yourself can give you some good information. It will help mark your progress and record what you have decided or what you hope to achieve.

Your journal is private. However, you may choose to share it with your workshop leader or another member of the group. You may ask others to respond to what you have written.

We encourage you to keep a journal throughout the workshop. To help you focus on career and life concerns, the materials include activities addressing specific topics. Questions are raised to help you react further to the group discussions and activities.

Feel free to go beyond the questions raised. Use your journal to record personal thoughts on whatever is important to you in your search for career and life direction. You might begin by asking yourself, "What are my basic beliefs about life? About myself? About other people?"

For more information on techniques for keeping a journal, check with your instructor for additional resources.

Journal Activity: Values

Look back at the activity called Values and a Balanced Lifestyle. In your journal, write down your thoughts on the following:

- How do you feel about the balance between your needs in terms of work, in terms of relationships, in terms of yourself?
- How do you feel about the sources of support (both internal and external) that you have for the values you hold?
- Are the values that emerged the ones you guessed would be important? Or were you surprised?
- What goals are you going to set in order to deal with values that are important to you but that are not being met? Be specific.
- What is your situation in life right now? Is it having an effect on your values? Are there some values which are not related to your life? In what way?
- Do you perceive your values as changing?

Feel free to record other ideas or feelings you have about your values. Some of these thoughts may be important later. Recording them in your journal makes them easy to remember.

Resources for Adult Life Stage Development

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Gilligan, Carol. In a Different Voice: Psychological Theory and Women's Development. Cambridge: Harvard University Press, 1982.

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McCoy, Vivian R. "Adult Life Cycle Tasks." Community and Junior College Journal. May, 1978.

Neugarten, Bernice, ed. Middle Age and Aging. Chicago: The University of Chicago Press, 1968.

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Sheehy, Gail. Passages: Predictable Crises of Adult Life. New York: Duxton, 1976.

Spencer, Anita. Seasons: Women's Search for Self Through Life's Stages. New York: Paulist Press, 1982.

Troll, Lillian. Early and Middle Adulthood. Monterey, California: Brooks/Cole Publishing Co., 1975.

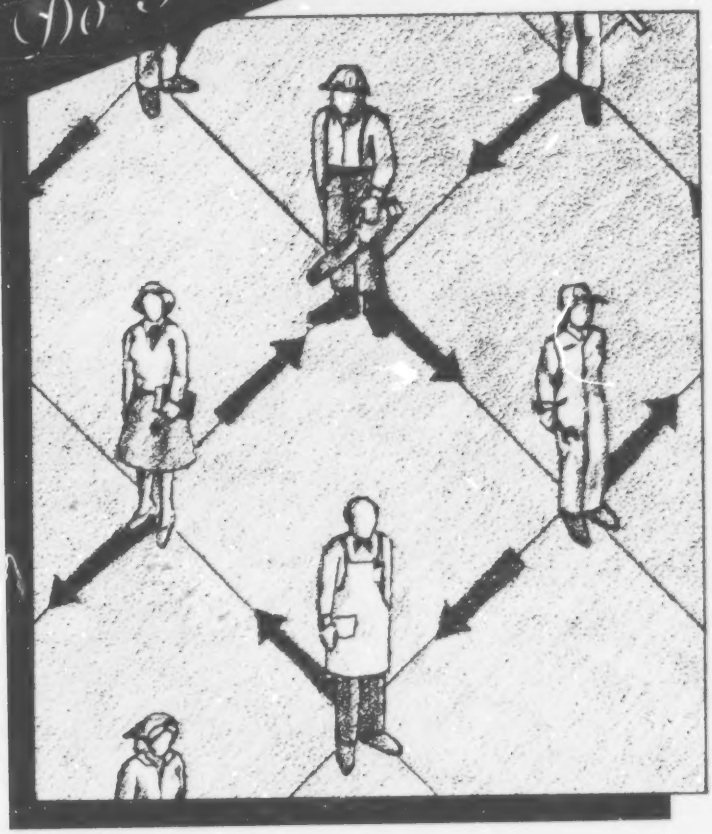
Vaillant, George. Adaptation to Life. Boston: Little, Brown and Company, 1977.

Resources for Journal Writing

Progoff, Ira. At a Journal Workshop. New York: Dialogue House Library, 1975.

UNIT II:
INTEREST ASSESSMENT

What Do I Enjoy?



Staff Guide
INTEREST ASSESSMENT

Rationale

Our likes, dislikes, preferences o interests provide further information that is relevant to career choices. However, people often make occupational choices that have little relationship to their personal interests. For this reason, interest assessment seems particularly important for adults who have had little career experience. This type of assessment provides a starting place for those who may otherwise be lost in a sea of options.

For those with considerable work experience, the interest assessments can still be valuable. They sometimes affirm decisions already made. If a change in occupations is the desired outcome, it is important that the participant understand the tendency to score highest in areas where they have more experience. Despite this tendency, the assessments should challenge preconceptions or raise questions. Results encourage self-examination and help participants make sound decisions.

Participants should be encouraged to use assessment information as one piece of the information puzzle. The information may or may not be new but it is absolutely essential to the development of a personally meaningful career strategy.

Because there are a number of interest inventories already developed, no new instruments are included in this Handbook.

Two interest inventories are most commonly used, and both are based on John Holland's six categories of people and environments. These are the Self-Directed Search (SDS) and the Strong-Campbell Interest Inventory (SCII). Each has been used successfully with adults, although workshop participants have noted the tendency in both assessments to affirm their current skill areas and occupation rather than suggest new possibilities. A third more recently developed assessment, the Occupational Interests Card Sort, was reported by workshop participants to be useful in breaking out of current patterns of occupational thinking. We suggest you use the one with which you are most comfortable. Following is a description of each.

The Self-Directed Search (SDS) helps identify career areas in terms of personal preferences and characteristics. The SDS is primarily an interest refinement. It contains a self-administered questionnaire booklet and a key which lists occupations that correlate with the individual's interests. The SDS can be used both to give direction to exploration and as a measure of vocational maturity. Satisfactory vocational maturity is characterized by--

1. Differentiation: there is significant point-value distance between the lowest and the highest score.

2. Consistency: the resulting code is made up of letters which have a high degree of consistency as measured by the correlations on the hexagon.

3. Congruence: there is a high degree of overlap between "dream occupation" codes and measured codes.

Strong-Campbell Interest Inventory (SCII) provides similar information but is significantly different in process and format. The SCII is machine-scored (rather than self-scored), which requires a seven- to ten-day time lag. Personal print-outs are popular, however, and are often rated the most helpful tool in career counseling courses. (The SDS roughly approximates this information with its separate booklet which lists occupations keyed to the individual's interest code.) The SCII assesses interests, likes and dislikes and some characteristics, but does not ask for self-assessment in terms of ability or occupational daydreams.

The Occupational Interests Card Sort draws on the ideas of Richard Bolles and John Holland. It uses Bolles' summary of three organizing principles for considering the world of work: data, people and things; occupational clusters as detailed in the Occupational Outlook Handbook; and jobs as people environments. Each of these principles is explained in the participant handouts. The card sort is very similar to playing solitaire. Each participant sorts a deck of cards into categories which describe their feelings about the occupations named on the cards. A series of worksheets helps individuals think further about the occupational areas of greatest interest. These self-interpretation and reflective activities are the strengths of this method. Workshop participants also liked being able to retain the materials. The cards can be resorted at a later time for further consideration.

The Party Exercise which follows is an appropriate introductory activity for any of the three interest inventories described.

Objective

To help participants assess which types of occupations and people are most attractive to them

Procedure

Materials required: participant handout, pages 48-50.

Approximate time required: 20 minutes.

It is helpful to introduce participants to Holland's six categories before they take either the SDS or the SCII. Not only will the results be more meaningful, but participants will have the opportunity to make a preliminary determination of preferred environments.

THE INTEREST TYPES: PEOPLE AND ENVIRONMENTS on pages 48-50 explains Holland's basic premise and defines each of the six categories. After participants understand that these are only preliminary categories, ask them to circle descriptive words in each of the six areas which they feel describe them. A simple tally will provide the beginning of an interest assessment. Ask participants to choose the three themes they feel are the closest to their personality type.

THE PARTY EXERCISE on page 51 asks individuals to choose the types of people with whom they most like to socialize. After participants complete the exercise, tell them to set aside their assessment to be compared later with the results of their interest inventory (either the SDS or SCII).

Recently, concern has been expressed about sex-based stereotyping that occurs in interest inventories. From the career counselor's point of view, it seems wisest at this time to emphasize the note on page 52 which suggests maintaining an open mind. Please read the suggestions aloud to the group.

Procedure

Administer the interest inventory of your choice.

Materials required: one interest inventory per participant.

Approximate time required: SDS - 40-50 minutes.
SCII - 30-40 minutes.
OCS - 90-120 minutes.

Participant Guide
INTEREST TYPES: PEOPLE AND ENVIRONMENTS

An interest inventory measures what you report about your choice of interests. It helps you understand similarities between yourself and groups of people in many occupations.

John Holland at the Johns Hopkins University has developed a system of classifying both people and settings. His theory of careers is that people of a certain type will be most at home in settings of that same type (for example, a social type of person will seek out, and find most agreeable, a social setting). Following are descriptions of the "pure" (or extreme) interest types for the categories. These descriptions are very general; none will fit any one person exactly. In fact, most people are interested in all six themes to some degree or another. Even if you have scored quite high on a given theme, you will find that some of the statements do not apply to you.

Read through the descriptions of each theme, circling those words which describe you. This will result in a personal measure of your interests and your similarities to other groups of people. Now, list the three areas you feel best describe you in rank order with (1) being the closest and (3) being the least close. You can compare this rating to the results of your interest inventory.

R-THEME Extreme examples of this type of person are rugged, robust, practical and physically strong. Such people usually have good physical skills, but sometimes have difficulty expressing themselves verbally or communicating their feelings to others. They like to work outdoors and they like to work with tools, especially large, powerful machines. They prefer to deal with things rather than with ideas or people. They often have conventional political and economic opinions, and do not agree with radical ideas. They enjoy creating things with their hands and prefer occupations such as a mechanic, construction worker, fish and wildlife manager or laboratory technician. Some engineering and military jobs, agricultural or skilled trades also fit this category. Although no single word can capture the broad meaning of the entire theme, the word REALISTIC has been used to describe this pattern, thus the term R-THEME.

I-THEME This theme tends to center around science and scientific activities. Extreme personalities of this type are task oriented; they are often not particularly interested in working with other people. They enjoy solving abstract problems and have a great need to understand the physical world. They prefer to think through problems rather than act them out. Such people enjoy obscure challenges and do not like highly structured situations with many rules. They frequently have unconventional values and attitudes and tend to be original and creative,

especially in scientific areas. They prefer occupations such as design engineer, biologist, social scientist, research laboratory worker, physicist, technical writer or meteorologist. The word INVESTIGATIVE is used to describe this pattern, thus I-THEME.

A-THEME The extreme type here is artistically oriented, and likes to work in artistic settings where there are many chances for self-expression. Such people have little interest in problems that are highly structured or that require gross physical strength, preferring those that can be dealt with through self-expression in artistic media. They resemble I-Theme types in preferring to work alone, but have a greater need for individual expression. They are usually less assertive about their own opinions and strengths, and are more sensitive and emotional. They score higher on measures of originality than any of the other types. They describe themselves as independent, original, unconventional, expressive and tense. Vocational choices include artist, author, cartoonist, composer, singer, dramatic coach, poet, actor or actress and symphony conductor. This is the ARTISTIC theme, or A-THEME.

S-THEME The pure personality types in this category are sociable, responsible and concerned with the welfare of others. They usually express themselves well and get along well with others. They like attention and seek situations allowing them to be at or near the center of the group. They prefer to solve problems by discussions with others, or by arranging or rearranging relationships between others. They have little interest in situations requiring physical exertion or work with machinery. Such people describe themselves as cheerful, popular, achievement oriented and good leaders. They prefer occupations such as school superintendent, clinical psychologist, high school teacher and marriage counselor. This is the SOCIAL theme, or S-THEME.

E-THEME The extreme types here have a great facility with words, which they use effectively by selling, dominating, and leading. Frequently they are in sales work. They see themselves as energetic, enthusiastic, adventurous, self-confident and dominant, and they prefer social tasks where they can assume leadership. They enjoy persuading others to their viewpoints. They are impatient with precise work or work involving long periods of intellectual effort. They like power, status and material wealth, and enjoy working in expensive settings. Vocational preferences include business executive, buyer, hotel manager, industrial relations consultant, political campaigner, realtor, many kinds of sales work, sports promoter and television producer. The word ENTERPRISING describes this pattern of interests, thus E-THEME.

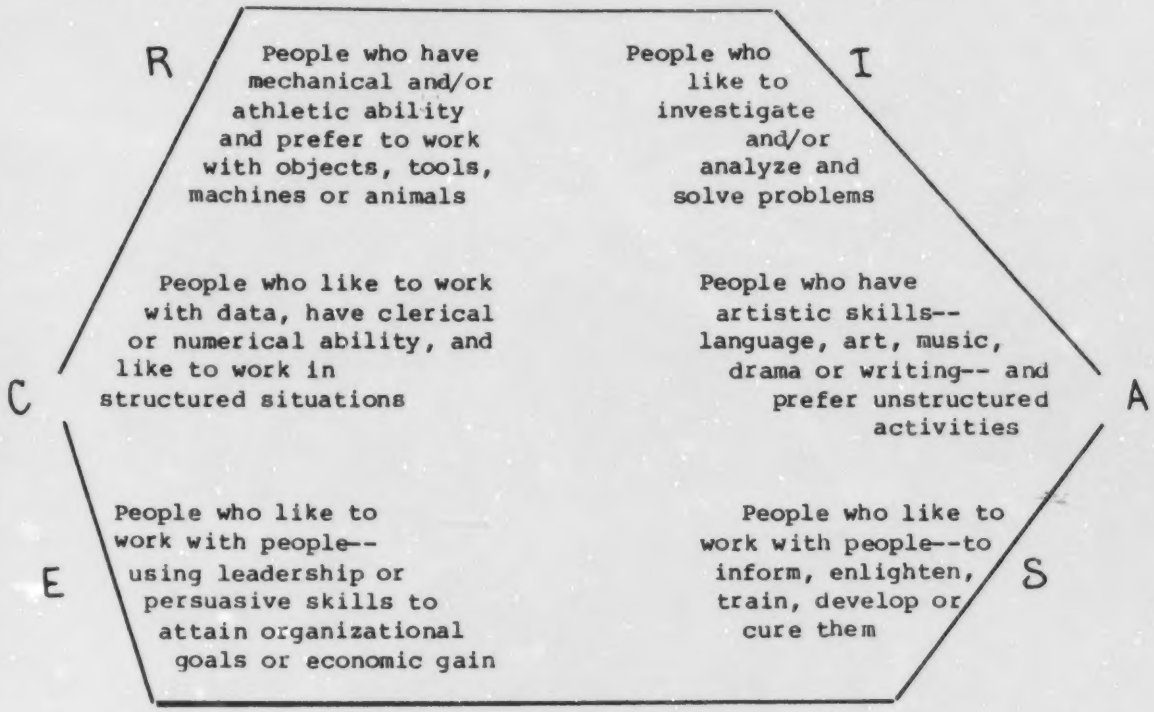
C-THEME Extremes of this type prefer the highly ordered activities, both verbal and numerical, that make up office work. They fit well into large organizations but do not seek leadership. They respond to power and are comfortable working in a chain of command. They dislike vague situations, preferring to know precisely what is expected of them. Such people describe themselves as conventional, stable, well-controlled and dependable. They have little interest in problems requiring physical

skills or intense relationships with others, and are most effective at well-defined tasks. Like the E-THEME type, they value material possessions and status. Vocational preferences are mostly within the business world, and include bank examiner, bank teller, bookkeeper, some accounting jobs, financial analyst, computer operator, inventory controller, tax expert, statistician and traffic manager. Again, one word cannot represent the entire theme; however, the word CONVENTIONAL more or less describes the pattern, hence C-THEME.

Reprinted from the Strong-Campbell Interest Inventory. Form T325 of the STRONG VOCATIONAL INTEREST BLANK, by Edward K. Strong, Jr. and David P. Campbell, with permission of the publishers, Stanford University Press. Copyright 1974 by the Board of Trustees of the Leland Stanford Junior University.

The Party Exercise

Following is a view of a room from the floor above in which a party is taking place. At this party, people with the same or similar interests have gathered in the same corner of the room, as described.


R
People who have mechanical and/or athletic ability and prefer to work with objects, tools, machines or animals
I
People who like to investigate and/or analyze and solve problems
C
People who like to work with data, have clerical or numerical ability, and like to work in structured situations
A
People who have artistic skills--language, art, music, drama or writing-- and prefer unstructured activities
E
People who like to work with people--using leadership or persuasive skills to attain organizational goals or economic gain
S
People who like to work with people--to inform, enlighten, train, develop or cure them

1. To which corner of the room would you instinctively be drawn? Which group of people would you most enjoy being with? (Ignore your shyness or having to talk with them.) Write the letter for that corner in this box. ☐

2. After fifteen minutes, everyone in your corner leaves for another party across town, except you. Of the groups remaining, which corner or group would you be drawn to next, as the people you would most enjoy being with? Enter the letter for that corner in the box to the right. ☐

3. After fifteen minutes, this group, too, leaves for another party. Again, select the group of people remaining with whom you would most enjoy associating. Enter that letter in the box. ☐

Source: Richard N. Bolles, the Quick Job-Hunting Map, Advanced Version, copyright 1975 by Richard N. Bolles and the National Career Development Project. Used by special permission. Those desiring a copy of the complete work for further reading, may procure it from the publisher, Ten Speed Press, P. O. Box 7123, Berkeley, CA 94707.

Interest Inventory

Now that you have completed a personal measure of yourself in terms of Holland's personality types, you will be taking a paper and pencil interest inventory. This will help you clarify your choice of interest type. The instrument will also help you begin to match potential careers with your interests.

To be sure that you are responding with an open mind note the following:

1. Remove yourself from your present roles: you have no commitments, no marriage, no children, no money concerns.

2. Do not let lack of knowledge or training stop you from showing interest in an area of work.

3. Do not let your sex limit your interests.

4. If you want a career change, try not to let yourself feel locked into only those things you do now. Let your imagination run free.

5. Go with your first impressions.

Be open and honest as you answer the questions. Do not rethink your answers. Answer quickly; try to respond as you feel.

Journal Activity: An Interest Inventory

An interest inventory is one more source of information for you to consider in your career exploration. Take the time now to think about the feedback you received.

- How important to you is interest in a career? Compare this interest in terms of other values you hold (for example, achievement, money, status, recognition, security, and so on).
- How important to you is having a lot in common with your co-workers?
- How did you feel about the career directions that were listed for you?
- Do you feel that you know enough about certain careers to know whether or not you are interested in them?
- Where do you suppose your interest comes from? Why did you show the interest you did?
- What, if anything, did the interest inventory reveal that you didn't know before? Do you feel the information is correct?
- What reasons might prevent you from showing interest in certain areas?

Resources for Occupational Interest Assessment

The Strong-Campbell Interest Inventory
Consulting Psychologist Press, Inc.
577 College Avenue
Palo Alto, CA 94306

The Self-Directed Search: A Guide to Educational and Vocational Planning
Consulting Psychologists Press
577 College Avenue
Palo Alto, CA 94306

The Occupational Outlook Handbook
Superintendent of Documents
U. S. Government Printing Office
Washington, DC 20402

Occupational Interests Card Sort Kit
Career Research and Testing
1190 South Bascome Avenue, Suite 214
San Jose, CA 95128

Staff Guide
OTHER ASSESSMENTS

Rationale

The assessments completed by the participants offer only some information about self-understanding. Other assessments can help fill in more of the picture. The following may also be helpful.

Aptitudes

1. General Aptitude Test Battery (GATB)

This test measures an individual's aptitude in nine general areas. It is in general use by State Employment Service offices. Other users must be authorized in advance. Make inquiries to your local State Employment Service Office.

Behavioral and Mangement Styles

1. Myers-Briggs Type Indicator

This is a measure of personality dispositions and interests. It is based on Jung's theory of types. It can be ordered from Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306. Scoring is done by the Center for Applications of Psychological Type, 414 S.W. 7th Terrace, Gainesville, Florida 32601.

2. Life Orientations (LIFO)

Contact Stuart Atkins Consulting, Wilshire Boulevard, Beverly Hills, California 90210 for information about this assessment.

3. Differential Aptitude Test (DAT)

The DAT is easily administered and scored. It provides information on eight aptitudes, ranging from verbal reasoning to mechanical and spatial aptitudes. The DAT Career Planning Program allows a counselor or teacher to predict in which career area(s) a person is likely to find success. It is often available through college counseling and testing programs. For more information contact the Psychological Corporation, 757 Third Avenue, New York, N.Y. 10017.

Career Maturity Measures

1. Career Maturity Inventory

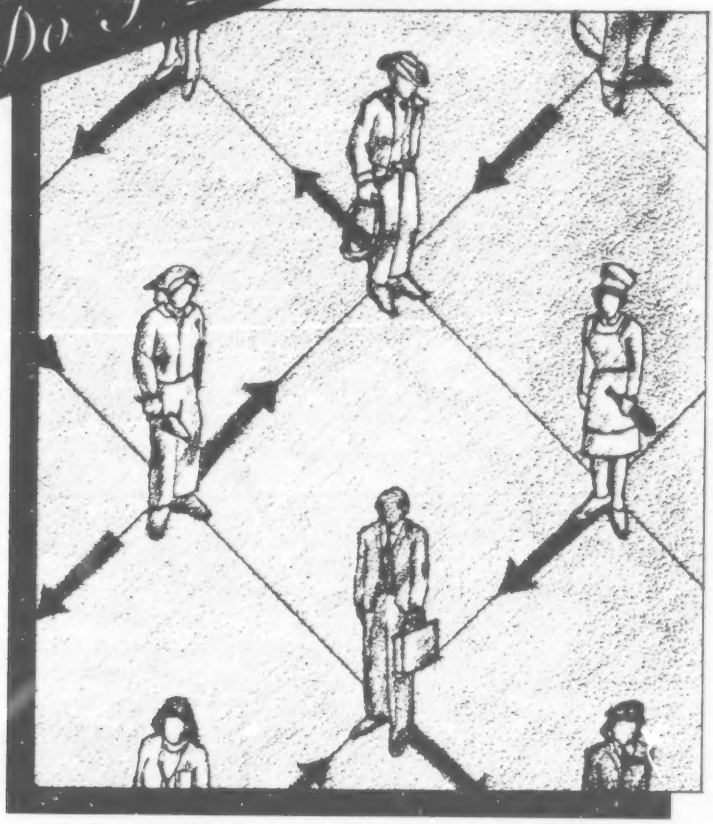
For young adults, this measure consists of fifty attitude items and 100 competence items. For more information contact California Test Bureau, Del Monte Research Park. Monterey, CA 93940.

2. Career Development Inventory

This measure derives from the Career Pattern Study. The user rates self in relation to statements about work. Ask for the College and University form. This is especially useful with young adults. For more information contact Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, CA 94306.

UNIT III:
SKILL ASSESSMENT

What Do I Do Well?



Staff Guide
SKILL ASSESSMENT

Rationale

Skill identification and assessment is one of the most demanding but rewarding tasks a person faces when they change careers. Self-assessment is the most thorough and realistic approach we have for identifying people's strengths and competencies, but it takes a large amount of time and energy to develop a personal skill inventory. Another problem you will undoubtedly encounter is some people's natural modesty in recognizing the skills they have developed. If lack of self-esteem or confidence is a factor, then the skill assessment can be very difficult for the individual.

This section is designed to help participants see themselves as skilled individuals. In previous workshop situations, the shift from "I can't do anything except what I'm doing now or have done in the past" to "I can take my skills into any of several work settings" has required activity completion and group discussion. For this reason, four activities are suggested, with the recommendation that if time permits, at least three of them be completed.

There are three important types of skills. The Dictionary of Occupational Titles classifies these skills into the following:

- Functional-transferable skills--those skills that are used in everyday life and in many work situations. They include organizing, persuading, writing, public speaking, problem solving, analyzing and so on. For those persons considering a change in careers, being aware of their skills in this area is essential.

- Work content skills--those skills that relate to specific jobs and require technical or specialized training and education. They include activities such as operating machinery, mechanical drawing, repairing machines and appliances, felling trees and giving injections. Sometimes individuals considering changing careers place too much emphasis on work content skills as the key to being employable. In general, job specific skills are those that can be learned easily if necessary.

- Self-management skills--skills that relate to how you handle various situations, environments and conditions. They include attributes such as sensitivity to others, ability to work independently, and tactfulness in delicate situations. These skills are often personality linked and should be factored into the career decision making process since they often relate to the degree of interest one feels toward different occupations.

The skill assessment activities suggested are geared toward helping participants assess their own skills, particularly their functional-transferable skills and their work content skills.

This process is self-affirming. It is quite likely you will hear comments such as "I had no idea that I had so many skills!" The problem then changes from "What can I do?" to "Where can I apply some of these wonderful skills?"

Objectives

To help participants identify current skills that may transfer to a variety of jobs

To increase participants' confidence in themselves as skilled individuals

To identify participants' skill development needs

Procedure

Materials required: six to eight 8-1/2 x 11" sheets and one newsprint sheet per participant; one marker and roll of tape per group; participant handouts, pages 61-72.

Approximate time required: 60-90 minutes.

To help adults identify their skills more easily, a group task is given. Although optional to the Individual Skill Assessment Guide, it provides the opportunity for other members of the group to give positive feedback to the individual. This helps participants become more comfortable in talking about themselves and their accomplishments.

1. Divide participants into small groups of four to six.

2. Explain to the group that by looking at our past achievements we can often recognize the skills those achievements demonstrate. An accomplishment or achievement is something you feel you have done well, that you enjoyed doing, or that makes you feel proud.

3. Ask each group member to write down at least a dozen past achievements or accomplishments on one 8-1/2 x 11" sheet. Encourage them to think back to their childhood, schooling, extracurricular activities, previous employment, hobbies, and leisure time.

4. Ask each group member to identify his or her top seven achievements and post them on the newsprint sheets.

Source: Bernard Haldane, Career Satisfaction and Success: A Guide to Job Freedom, (New York: AMACOM, a division of American Management Associations, 1974), pp. 39-44.

5. Ask one person to volunteer to read one achievement and what was done to make it happen. Other group members can ask for clarification. They may not ask why something was undertaken or is considered an achievement.

6. The person who shared an achievement then suggests to the group what skills were used in completing this accomplishment, achievement or goal.

7. Other group members assess what skills were demonstrated and jot them down. To help participants label the skill areas, refer them to the list of Transferable Skills Identified by Employers (page 62).

8. Each group member reads aloud a list of the skills suggested by the volunteer's achievement. This list should be given to the person being assessed; it will be helpful later in completing the Individual Skill Assessment Guide.

9. The next volunteer shares one of his or her past achievements and the group assesses it. This process continues until each member has had the opportunity to receive positive, honest appraisal of skills. The process can be repeated as time allows.

10. Each individual has the final say as to whether or not a particular skill applies. However, to keep the group moving, it is probably best for participants to listen to feedback and accept the skill lists without a great deal of editorial comment.

The Motivated Skills Card Sort introduces skill identification and its role in career planning. It helps participants gain an understanding of the skills they possess and prefer to use in a career. The activity also helps participants feel confident that the functional-transferable skills they enjoy using and want to use again are marketable. In addition to sorting cards, there are several other activities and worksheets to help participants relate their skills to marketable experiences and accomplishments. Some or all of the activities may be used, according to the needs of the group and the amount of time available. According to workshop participants, the activities are also useful as a preparation for developing a resume. The card sort is available from Career Research and Testing, 1190 South Bascom Avenue, Suite 214, San Jose, California 95128.

The Quick Job-Hunting Map is available in two versions--the Beginning and the Advanced. The Advanced version contains a detailed skill list that helps individuals identify their own skills and understand where and how they want to use them. The activities include the Party exercise, an analysis of major life accomplishments and information gathering. It is available from Ten Speed Press, Box 7123, Berkeley, California 94707.

The Individual Skill Assessment Guide is included in the participant handout sheets. Also included is a list of the skills that employers have identified as transferable between jobs. This list is significant as it reflects the language that employers use to describe the skills and personal qualities they look for in applicants' resumes. The Guide asks participants to identify the skills they have acquired from regular employment and unpaid work such as volunteering and community service and through leisure activities. Participants also identify which skills they prefer to use again or prefer not to use again. Skills should include both work content and functional transferable skills.

The Individual Skill Assessment Guide may be started in the session or at home. The importance of this exercise should be emphasized. Discovering what skills we have developed and which of those we would enjoy using again is crucial to career choice. Furthermore, the skill assessment process is a prerequisite for resume writing--a vital job hunt tool.

Participant Guide
INDIVIDUAL SKILL ASSESSMENT

The following guide offers several ways to construct a picture of the skills you now have and the ones you most enjoy using. Each task is designed to help you discover your likes and dislikes, your interests and your abilities. You will get the most benefit from this skills inventory if you take the time to think through past paid employment and volunteer work, leisure and educational experiences. Pick out the high points of each. Look for the things you enjoy doing and that you do well. These are the skills that should be used in your next career area.

The next page lists Transferable Skills Identified by Employers. It will give you an idea of the kinds of skills employers think are important. A transferable skill may be defined as any ability that is not specific to a single job or task but is used in a variety of contexts. You probably possess many of the listed skills. By looking at your past, you can decide which skills you do best and which you would enjoy using again.

The information you record is for your use only. Its purpose is to guide your thinking as you assess your skills. Your workshop leader will not see your guide unless you choose to share it.

This guide adapts selected material from several sources. Please see the list of resources for Adult Life Stage Development on page 43.

Transferable Skills Identified by Employers

Intellectual/Aptitudinal

Creativity/Imagination/Innovation
Problem Identification/Definition
Managing One's Own Time
Basic Computation
Logical Thinking
Evaluating
Ability to Relate Common Knowledge or Transfer Experiences
Coping with the Labor Market and Job Movement
Understanding Others
Synthesizing Information
Marshalling Available Resources
Accommodating Multiple Demands
Judgment
Foresight
Trouble Shooting
Job Awareness
Mechanical Aptitude
Typing
Accounting
Implementing
Self-Understanding, Awareness, Actualization
Situational Analysis
Assessing Environments/Situations
Understanding Human System Interactions
Organizational Savvy
Conceptualization
Generalization
Goal Setting
Controlling
Quantitative Thinking
Dealing with Work Situations
Finance
Tool Usage
Bookkeeping
Artistic Ability
Business Sense
Tolerance of Ambiguity
Honesty
Loyalty
Reliability
Risk Taking

Interpersonal

Working with, Getting Along with or Relating to Others
Managing, Directing or Supervising
Empathizing, or Being Sensitive to Others
Teaching, Training or Instructing
Counseling
Motivating
Gaining Acceptance, or Building Rapport
[illegible]elping, or Cooperating
[illegible]ultivating Cooperation
[illegible]lling
[illegible]ccepting Supervision
Delegating
Instilling Confidence
Team Building

Attitudinal

Diligence, or a Positive Attitude Toward the Value of Work
Receptivity/Flexibility/Adaptability
Determination/Perseverance
Responsibility
Willingness to Learn
Ambition/Motivation
Self-Confidence
Self-Discipline
Pride
Enthusiasm
Patience
Self-Actualization
Assertiveness

Source: Transferable Skills: The Employer's Viewpoint. Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1977.

Activity 1: Taking a Closer Look at Your Work Experiences

A careful look at your current and past work can help you focus on jobs that are desirable or those you should avoid in the future.

In the CRA program, work is defined as any productive and purposeful activity in which one engages. We use this definition because we believe that these activities carried out over time help us to gain both skill and competence. You may have gained skills through jobs you have held; you may also have gained skills from work that you performed without pay. Unpaid work might include homemaking activities, parenting, volunteering in the school or community, working at church, working on hobbies, repairs or on crafts in your leisure time.

There are three forms that follow. List jobs that you have done on each form. Then think through the wide range of tasks involved in each position. Think about the things you have actually done for each job title. For each job title listed, record the number of weeks, months or years you worked. Note the tasks you enjoyed most, then the tasks you disliked most. Next, think about and write down the skills you gained by doing the tasks you listed. Would you want to use that skill again? Record your answer in the last column.

Completion of this activity helps you prepare for writing a resume later on.

PAID WORK SKILL ASSESSMENT

Job Title/ Company	Dates From	To	Work Tasks	Liked	Disliked	Skills	Use Again Yes	No

UNPAID WORK SKILL ASSESSMENT

Job/Title Company	Dates From	To	Work Tasks	Liked	Disliked	Skills	Use Again Yes	No

LEISURE SKILL ASSESSMENT

Job Title/ Company	Dates From	To	Work Tasks	Liked	Disliked	Skills	Use Again Yes	No

The next part of this activity helps you see how much you prefer using certain skills.

On this sheet list all the skills you developed and would like to use again. Be sure to include skills you listed on all three forms. How many times was each skill mentioned in your three listings? Add up the number of times you indicated you would like to use the skill again.

This part of the activity helps you identify and rate the skills you do not enjoy doing.

On this sheet list all the skills you developed but would not like to use again. Be sure to include skills you listed on all three forms. How many times was each skill mentioned in your three listings? Add up the number of times you indicated you would not like to use the skill again.

Activity 2: What Do You Enjoy Learning?

After answering the following questions, you should have a good idea of what you like to learn, the kinds of things you want to learn more about and what you enjoy doing during your leisure time.

- In high school I enjoyed these subjects . . .

  My least favorite subjects were . . .

  My favorite pastimes were . . .

- In later years I enjoyed learning about . . .

  I was bored in or by (job tasks, college courses, etc.) . . .

  Overall, the activities I enjoyed were . . .

- In my leisure time I have studied or taken classes in . . .

  The books and/or magazines that I most enjoy reading are . . .

  I also enjoy doing the following . . .

Activity 3: A Description of Your Personal Achievements

For each of us, certain experiences stand out as important personal achievements. These will differ for each person. For one person it may mean learning to play a difficult piano piece; for another it might involve completing a landscaping project or writing an article for a local newsletter. The activities selected, however, should represent ones that you enjoyed doing or that you feel you have done well. In the following space, list all the achievements that come to your mind. Do not limit yourself in this list. It is important to spotlight as many experiences as possible that have been meaningful to you.

Achievements:

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

k.

l.

m.

n.

o.

p.

q.

If you worked through a group task on your achievements in class, it is important to record here the outcome and any additions you would like to make.

Now review your list and select the five achievements that you consider most important. Set priorities, beginning with your most important experience. Then, for each achievement, identify as many of the activities that were involved in it as possible. Finally, take a look at the kinds of skills you used in each case.

Achievements	Activities Involved	Skills Required

If this activity has identified any new skill areas you would like to use again, add them to your "would like to use" list (page 67). Do the same thing with your "would like not to use" list (page 68).

Activity 4: A Summary of Your Transferable Skills

This activity will give you an idea of the tasks and skills you've developed that you can transfer to or use in other jobs or career areas.

Look again at the list of skills you would like to use. Select the skills you mentioned most often and compare them with those listed by employers as transferable.

- Can you fit some or all of the skills you liked into these categories? Circle the skills that fit your "like to use" list.
- Do some of your skills overlap into more than one category? Circle all the categories you identify.
- Are there skills on this list that you can do, but have not identified in Activity 1? If so, have you missed noting some of your experiences in Activity 1? Figure out where you learned those skills and add them to your worksheets in Activity 1.

This activity has been intended to (a) help you realize that you have acquired transferable skills, and (b) assist you in recognizing that employers look favorably on these skills, since they indicate your future potential as an employee.

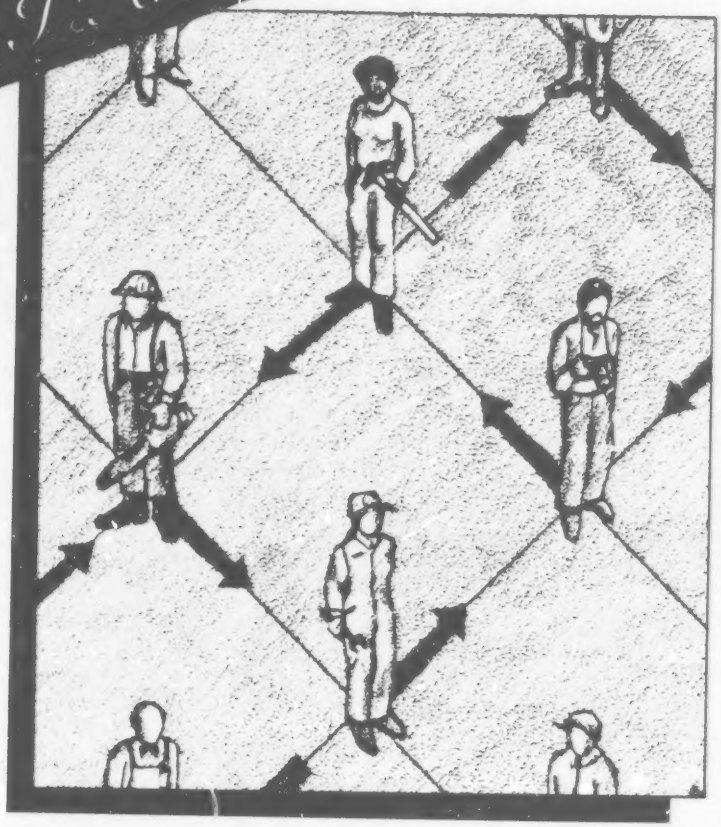
Journal Activity: Skill Assessment

You may discover some new thirgs about yourself when you do a skill assessment history. Few of us realize the number of skills we develop in our lifetime or the many experiences we've had that help us develop skills. In your journal, consider the following:

- In the past, have you thought of yourself as a skilled or skillful person? Do you now?
- What experiences in your life have resulted in your acquiring the most skills? Were these experiences particularly difficult or particularly enjoyable?
- How do you feel about your list of skills? Are you pleased? Surprised? Impressed?
- As you worked on your history, what skills did you list that you wish you had further developed? What ways are open to you to pick up those skills?
- How many skills do you have that you would rather not use again? Does that surprise you?
- How would you describe your skills to another person? Does it bother you to talk about your skills? What specific steps might you take to make it easier to describe them?
- As you created a picture of your skills, what career position or setting did you see yourself in? Do your skills suggest career areas you might explore?
- If your group worked on assessing one another's skills, how did you feel about what other people had to say about yours?

UNIT IV:
THE GREAT LEAP

From Who I Am to What I Want



Staff Guide

THE GREAT LEAP--PERSONAL ASSESSMENT TO CAREER OPTIONS

Rationale

At this point in the CRA workshop, participants should have acquired good information about their values, interests and skills. The next step is to apply this self-knowledge to career areas.

We need to know who we are before we look at specific career options. Knowing ourselves helps us to discover the responsibilities, working conditions, types of employers and co-workers best suited to our needs and interests. The more energy we devote to our personal assessment, the easier it becomes to narrow the list of possible careers.

This does not mean we can redirect our careers without taking some risks; new experiences require taking chances. But first we must free ourselves of preconceived ideas in order to take those risks.

The following guided fantasy may be used as a vehicle to help participants wander psychologically so they can develop more information about themselves. Results from this activity should set the stage for the Summary Self-Assessment and Contract which the participants will complete next.

Some CRA participants have used the guided fantasy before completing the interest inventory. The rationale for introducing the fantasy at that point is that it frees the participant from self-limiting notions about appropriate or realistic career possibilities. The interest inventory thus becomes a more productive exercise.

Objectives

To help participants integrate the self-assessment results of the previous sessions

To help participants free themselves from self-limiting notions about appropriate or realistic career possibilities

To help participants set specific goals to aim for during the balance of the workshop

Procedure

Materials required: none for guided fantasy; afterwards, participant handout, page 77.

Approximate time required: 15 minutes.

Introduce the guided fantasy. Explain that a guided fantasy often helps people step outside themselves and their situations to identify what it is they actually want. To begin this session, the following instructions may be read aloud by the workshop leader.

1. Sit back, get comfortable, relax. Close your eyes. Relax your hands, your feet, your arms, your legs.

2. Concentrate on here and now. Each of you has just arrived from someplace else. Try to leave that place behind--do not allow thoughts of home, the kids, the boss or whether you let the dog out. Let go of those thoughts; for no you're here. Put down some roots from your center right into the floor. Feel where you connect with the earth. You are here now.

3. You are here for you. Let go of who you were. Strip off those everyday roles. Put aside your responsibilities as someone's spouse, parent or friend. Clear your mind of your obligations, your commitments. Focus on yourself. You are important here.

4. Now let's move into the future a bit. Choose a time in the future that is comfortable for you, or meaningful. It is one year from now or three years or perhaps five years. Choose your time span. It is that time for you now. You have chosen a path for yourself. You have made choices in terms of what's important to you. Remember, in this fantasy there are no obligations except to yourself.

   Where are you? (pause) What are you doing? (pause) What sort of place are you in? (pause) How do you feel about where you are? (pause) How do you like what you are doing? (pause) How long will you do it? (pause) How do you feel about the people you are with? (pause) Are the relationships good for you? (pause) Are you growing? Learning? Are you pleased?

5. When you're ready, slowly open your eyes. Quietly take some paper and write in your journal. Try not to lose the fantasy; record your feelings and reactions.

Reactions to the fantasy can be shared in dyads or in general discussion:

1. How do you feel about focusing on yourself? Can you let go of your roles and your obligations in a fantasy world?

2. What's your dream? What were you doing a year from now?

3. Were there differences between your fantasy world lifestyle and the lifestyle you are living right now?

Staff Guide

SUMMARY SELF-ASSESSMENT AND CONTRACT

This activity is designed to help participants bring together the concepts of values, interests and skills. They can then set some preliminary or tentative goals to compare the results of their self-assessment with career options. The word "contract" is significant in this activity. It suggests to participants that they are responsible for taking the actions that will link them with potential career opportunities. Often, the very act of writing down goals helps to stay on target.

At this point ask participants to fill out the first three sections of the Summary Self-Assessment and Contract, using material from past sessions as a resource. Tell the group they can record their three career areas after the next exercise.

Summary Self-Assessment and Contract

I. Given that I need to satisfy the following personal values in a career:

_____ _____ _____

_____ _____ _____

_____ _____ _____

II. Given that I have the following interests:

_____ _____ _____

_____ _____ _____

_____ _____ _____

III. Given that I have developed the following skills to date:

_____ _____ _____

_____ _____ _____

_____ _____ _____

IV. I have tentatively decided to explore the following career areas:

_____ _____ _____

(I realize that I may change the career areas I've written down during the course of my exploration, because knowledge about one career area often leads to unknown areas.)

V. My first steps are to gather information on the career area:

_____ _____

____by reading_____ _____by the target date_____.

____by talking with_____ _____by the target date_____.

____by interviewing_____by the target date_____.

Rationale

It is important for individuals to generate their own areas of interest, but group feedback can also be helpful. Others tend to view our interests, skills and values objectively, without our biases and barriers. Others also tend to give us a break; that is, they are less critical with us than we are with ourselves.

This exercise is designed to involve participants in generating career ideas for every person in the group. These ideas should encompass the skills, interests and values of each individual. Suggestions from group members often produce potential career or occupational areas that the individual would not have thought about on his or her own.

Objectives

To help participants identify specific job alternatives based on their personal combinations of skills, interests and values

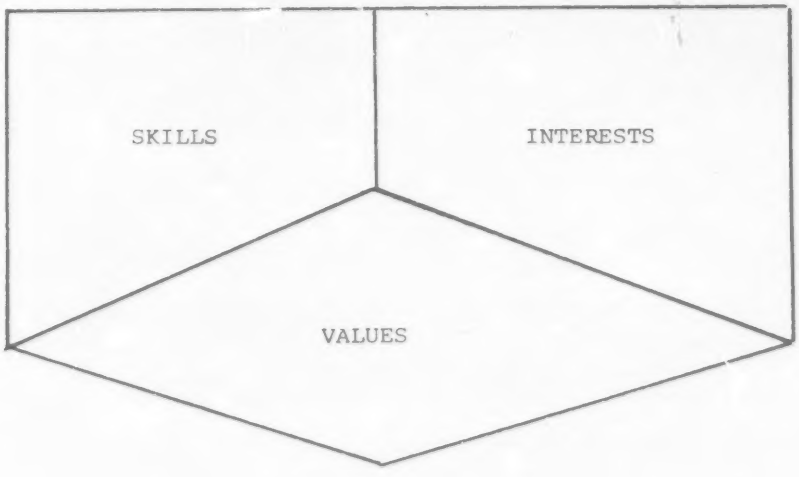
To help participants use the group as a resource for generating ideas and contacts

Procedure

Materials required: blackboard space and chalk, or newsprint sheet; markers for each participant.

Approximate time required: 60-75 minutes.

One way to help individuals look for new career possibilities is to have them share the "givens" on their Summary Self-Assessment and Contract. On large newsprint or blackboard, have each person record the following:



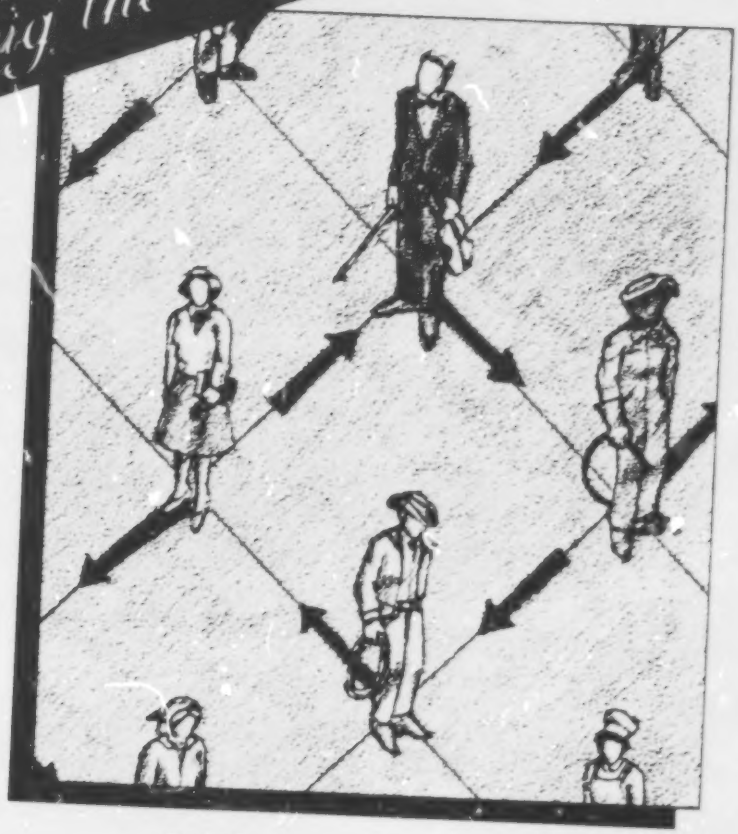
This creates a personal profile of career-relevant information for each participant. To get the activity started, ask volunteers to present their written profile to the group. Have the group suggest occupations that match the skills, values and interests listed on the profile. After the group understands the activity's purpose and process, ask them to rotate so that each participant is looking at another person's list. Ask them, in turn, to write on each list what occurs to them when they see each particular combination of skills, interests and values. What career ideas seem to emerge?

Generate a newsprint list of career options for each participant. Usually a few ideas will trigger others and within a few minutes a group can brainstorm several dozen related suggestions. Ask each individual to select three or four that seem most appealing. Open this discussion to group comment; some people are much better than others at giving this kind of feedback.

Groups tend to support the individual who shares, and to offer that person positive choices. At this point, however, the leader may have some feelings about the reality or appropriateness of the generated options. Often a group member's confidence needs to be buoyed; however, it requires even more sensitivity to help an individual look realistically at grandiose plans. Sometimes it is best not to address this issue at this time. Instead, allow the individual to assess the appropriateness of a choice through the job site interviews which begin with the next activity. In other cases, you may find it useful to discuss short-range objectives that may be necessary to develop a long-range goal.

After each participant has had the opportunity to receive and respond to group feedback, ask each to complete a Summary Self-Assessment and Contract (page 77). Remind participants that the contract is based on what they know now and will probably change as they gather further information.

UNIT V:
CAREER EXPLORATION
Comparing the Ideal and the Real



Staff Guide
CAREER EXPLORATION GUIDE

Introduction

Exploration plays a crucial role in the process of making choices, whether the decisions are related to a career or to other aspects of our lives. Up to this point, participants have been involved in self-exploration. They've examined personal values, interests and skills and learned that each individual's pattern of growth and development is unique. As we move from one status to another--whether it is biological, social or occupational--we use exploration as a way of modifying our self-concept and determining what is to be our reality.

Career explorations are essential to the process of identifying realistic career possibilities. By experiencing different work environments and seeking answers to questions about the nature of the job, the individual gradually develops a clearer picture relative to potential occupational choices. The process will help move the individual through three stages: fantasy choices, tentative choices, and finally, realistic choices (Ginzberg et. al. 1951).

Rationale

Those who are considering career changes need to obtain realistic information about the career fields and specific jobs they are considering. Interviewing is an effective way to gain firsthand information from a person doing a particular job. It is also a relatively low-risk way to gain experience and increase participants' comfort with the interview situation.

As a beginning step in making the great leap, whether it be forward, sideways or in reverse direction, each particpant will need to develop site visits. Using the three career areas previously named, the individual should be ready to start testing out some ideas with employers.

In order to make the process as productive as possible, the Career Exploration Guide provides a structured format for interviewing resource people. The secret to effective interviewing is to remember that the purpose is to gather information rather than to apply for a job. The possibility of applying for a position or taking job interviews is not to be ruled out. The point here is that the participant needs to find answers to some questions before making a decision about where or if employment is to take place.

After making the "great leap," presumably each participant will have generated at least three career areas he or she wishes to explore through site visits. The Career Exploration Guide provides a structured format to aid the individual in conducting the interview.

Objectives

To help participants begin testing the reality of their tentative career plans

To help participants develop a network of contacts in the occupational areas of interest

To help participants develop interviewing skills

To increase participants' confidence in an interview situation

Procedure

Materials required: participant handouts, pages 83-90.

Approximate time required: 60 minutes.

Discuss the value of the exploration process in career decision making with participants. Point out that the need to explore new options may occur at any life stage. It is particularly important when there is a need to change careers. Take time in class to work through the three sections of the Guide, reminding participants that their intent is to interview for information (not for a job).

To reduce anxiety surrounding the interview process itself, it will be helpful to role play an interview session. If time permits, have the group read Communication Skills for Everyday Use. Emphasize that assertiveness, in general, and a confident speaking style, in particular, are developed only through practice. It also helps to practice asking questions before the interview.

Role Play Exercises

It may be less threatening for the group if you are the first person to be interviewed. State your present position. Ask for a volunteer to interview you. Begin with the actual contact or request for the interview. Discuss the most courteous approaches. Ask the volunteer to role play the initial contact and the interview, using the questions on pages 86-88 for assistance.

After you have given the volunteer positive feedback, ask how he or she felt during the interview. Then ask what could be done differently in an actual interview.

Ask the group to respond to the role play.

1. What kinds of questions seemed to elicit the most useful information?

2. How did the volunteer appear and sound? Interested? Confident? Relaxed? Enthused?

3. Were there missed opportunities for the volunteer to pursue an idea or a piece of information? Did the interview go well?

As time permits, have each group member interview another member who has been employed.

For the first round of interviews, be sure that each participant is as comfortable as possible with the process and knows the following: (1) the name of an appropriate resource person or organization, (2) how to make the contact and (3) the nature of the position the contact person holds.

Remind participants of the importance of sending thank you notes to those they interview. A thank you note helps make the contact with the resource person a pleasant experience. The contacts made in this stage of the career change often prove useful in the actual job search.

Use the group for ideas about organizations and individuals who are involved in the various career interest areas. Referrals are always a good way to make contact. Other information sources include:

Yellow pages
Colleges and universities
Career counselors
State Employment Service
Public libraries
Want ads
Friends and neighbors
Contacts Influential
Trade association publications
Professional association rosters
Union publications
Union hiring halls

Participant Guide
CAREER EXPLORATION GOIDE

To make decisions about your career, you need good information about yourself and the world of work. The Summary Self-Assessment and Contract required you to give personal information from the first three units of this program. On the basis of that information, you have chosen career areas you want to explore.

Career information can be gathered from several sources. A list of sources can be found on page 82. Your instructor can also add materials that are unique to your local area.

The very best source of career information is someone who is doing something you think you would like to do. Visiting with and interviewing workers in their work settings gives you excellent information for career decision making. The Career Exploration Guide is included to help you with that interview. Your instructor or workshop leader will help you choose people to interview so you can practice the interview process. Communications Skills for Everyday Use (pages 92-93) will give you some tips on how to feel relaxed and do your best in the interview.

This guide will help you look closely at the career areas you want to explore and see how those jobs match (or mismatch) your interests, skills, aptitudes and values. In these explorations, you will use the information you have gathered from the workshop activities. Your interviews of employers, employees, managers and staff members at work sites in the community will give you more information to use in your career decision making.

The guide has three sections. The first asks you to prepare for the career exploration by focusing on what you want to learn. The second section provides you with sample questions to be used when you interview the person at the work site. You will want to review these questions in advance so you can choose the ones you wish to ask. You may want to add questions of your own. Some participants like to prepare for the exploration by role playing the interview with another person. Remember, the purpose of the interview is to seek information rather than to ask for a job. The third section asks you to think about the exploration and its meaning for you. You may find that a career choice you thought looked good at first really isn't for you. Or you may decide your first impressions about a career area were correct and decide to pursue it. In any case, the information you record on the Guide is for your use only.

Career Exploration I

General Information

Company or Agency_____ Service or Product Provided_____

Resource Person Interviewed_____

Address_____ Position_____

Type of Job Explored_____ _____

Appointment Date_____Time_____ Telephone_____

Section One: Preparing for the Interview

Before you begin this exploration, describe what information you want to acquire from this experience. Use these questions to guide your thoughts and record your answers for later use.

1. How would this job fit with your

   - Interests?

   - Personal values?

   - Long- and short-range goals?

2. Which of your skills do you think you could apply in this job?

3. What do you want to know about the job itself?

4. Write down the questions you are going to ask this employer. See Section Two, pages 86-88, for ideas. Then add any other questions you want to ask.

5. Are there any other issues you think should be considered before you visit the work site?

Section Two: Interviewing Your Resource Person

These questions provide guidelines to help you gather complete information about this job and the work environment.

1. How did you get started in this job?

2. What experience and training have you had as preparation?

3. What other jobs have you held?

4. How long have you worked here?

5. What is your work schedule (days and hours)?

6. What kinds of tasks do you do in a normal working day?

7. What, if any, are the standards of dress expected of those who work here?

8. How many people do you work with?

9. What do you like about your job?

10. What do you dislike about your job?

11. In what kind of space do you work?

12. How much sitting, standing or physical activity do you do?

13. What are some typical work tasks and activities?

14. What kinds of equipment and tools are used on this job?

15. What is the salary range for a beginning worker in this job?

16. Which union or bargaining groups represent workers?

17. What are the medical and dental benefits? Life insurance?

18. What are the retirement benefits?

19. Is job-sharing used? Flex-time? Four-day week?

20. What are the opportunities for promotion?

21. What is the long-range outlook for jobs in this field?

22. When lay offs are necessary, how are they handled?

23. How much competition is there for jobs in this area?

24. What are some common mistakes made by applicants for openings in this company that lead to their not being hired?

25. What training is provided for employees?

26. Do workers have a voice in decision making? In what ways?

27. What are the opportunities for increased responsibility in this job?

28. What are the education and/or special training requirements of this job?

____No high school diploma
____High school diploma
____GED
____Vocational training program
____Community college
____Four-year college
____Other

29. What kinds of experience are required by this job?

____Previous work experience on the job
____Apprenticeship program
____Vocational training program
____Community college
____None

30. What do you consider to be the skills and aptitudes most necessary to the performance of this job?

Skills

Aptitudes

31. Are there others who do this job for other companies that I should interview?

32. (If there are other questions you want to add, include them here.)

Section Three: Reflecting on What You Found Out

After you have completed the interview, take some time to think about it. Then assess this job as an option for yourself.

1. Describe your overall impression of this job.

2. How do your personal values fit this job?

3. Did you leave the interview knowing whether or not this job fits your long- and short-range goals?

4. What interests and skills do you have that might be used in this job?

5. What interests and skills do you have that would be used outside the job?

6. What skills that you want to use again could apply in this job?

7. What would you need to do to acquire a similar job (get more training, identify potential employers, etc.)?

8. List the skills and aptitudes you think you would have to learn in order to do this job, and suggest ways you think they could be learned. (For example, on-the-job training, college courses, company training programs, etc.)

Skills	Aptitudes	How they could be learned

Assessing This Career Option

Issue	YES	SOMEWHAT	NO	UNCERTAIN
Does the work interest me?				
Would the work tasks use my skills and aptitudes?				
Does this job match my values?				
Do I like the working conditions and environment?				
Can I manage the required training?				
Is the pay adequate?				
Are there job openings in this area?				
Can I physically handle the work?				
Do I want to pursue this career area further?				

What other sources or information (people, books, teachers, etc.) do I plan to use to get more information about this job?	When will I complete this activity?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Staff Guide
COMMUNICATIONS SKILLS FOR EVERYDAY USE

Rationale

An individual's ability to communicate effectively is an important aspect of the job search. The applicant's training and skills must be presented in such a way as to convince employers that the applicant is best suited for the job. Yet it is not always the "hard sell" techniques that prove most effective. Interviewing for information helps participants become comfortable with providing and eliciting information about jobs and the skills required. Rehearsing for the job interview assists participants in learning about important components of effective communication: body language, eye contact, voice pitch and volume, listening and conversational style.

Objectives

To help participants learn effective communication techniques

To help participants conduct successful career exploration interviews

Procedure

Materials required: participant handouts, pages 92-93.

Approximate time required: 30 minutes.

Ask participants to read Communication Skills for Everyday Use. Lead a brief discussion about each point. Ask participants to share their experiences in interviews or other situations that required using the elements of communication discussed in the handout.

If participants seem particularly apprehensive about interviewing and if time permits, ask them to break into groups of three. Have two individuals role play an interview while the third takes notes for a critique. Observations and feedback can be organized around the headings in the handout:

- Body Language
- Eye Contact
- Voice Pitch and Volume
- Words and Conversation Style
- Listening

Participant Guide
COMMUNICATION SKILLS FOR EVERYDAY USE

Whether it's during a job interview, an interview for information or just meeting a new friend, we always want to present ourselves positively and with confidence. We all want to speak easily and well. Yet few people feel comfortable speaking in public.

Speaking with ease requires practice. We need to learn and practice the skills that are basic to good speech.

Body Language

Sit up tall, look people in the eye and don't fidget. How you handle your body communicates as much as the words you choose. In fact, if there seems to be a difference between what you say and what your body conveys, the listener may believe your body and gestures in spite of what you say. Speaking well requires that you be relaxed and in control at the same time. Let your arms and hands hang loose, hold your head straight, keep your body erect and your shoulders back. Sit or stand quietly. If you don't know what to do, don't do anything. Your confidence is showing.

Eye Contact

The ability to meet and hold another's gaze is a powerful technique. Direct eye contact shows confidence and demands response. It is difficult to dismiss someone who is looking you squarely in the eyes. That is not to say, however, that you cannot look away during the conversation, but you should return your focus to the eyes of those who are present. "Looking away" should be a thoughtful, deliberate pause rather than vague, bored or darting nervousness.

Voice: Pitch and Volume

We can learn to have more control over both the pitch and the volume of our voices. Some women may want to lower the pitch of their voices. A strong, low voice requires good breath support, relaxed throat muscles and concentration. For some men, it is often advisable to soften the voice so that it sounds confident without being aggressive. Listen to yourself. Tape yourself speaking or reading. Choose a pitch that sounds confident and pleasing and practice it.

Don't mutter. Don't whisper. Don't allow the last half of your sentences to fade out. Speak louder. Project your voice. Nothing undermines the effect of what you say more than not being heard. Mumbling may undermine your credibility. Take responsibility for what you are saying; project your voice so it can be heard.

Words and Conversation Style

Whenever you have the chance, make notes on what you want to say. Being prepared is always a good tactic. When you are in a position that demands answers that are "off the top of your head," give yourself the right to pause, reflect on what your answer is, and then state it. Don't pressure yourself. Taking a moment to think before you speak may prevent you from wishing you could "take it back."

Certain styles of speaking tend to diminish the impact of the speaker's idea or opinion. Rather than simply making a statement, some people qualify it with, "Well, I feel or think," or "It seems to me," or "I'd sort of like to explain..." These tactics succeed in allowing people to dismiss what you have to say. Ending with, "I guess," "I suppose?" or "You know?" may create an insecure or unassertive image.

Another habit which lets a person avoid responsibility is simply to never say "I." "We thought..." or "When the committee was formed..." or "When the survey was taken..." all begin by hoping that someone else will bear the burden. Taking responsibility is part of being an assertive person; it also shows maturity.

Listening

Good interviewing also requires the ability to listen. Active, positive listening requires concentration, enthusiasm, eye contact and genuine regard for the thoughts of another. You know when someone is giving you his or her undivided attention. Listening requires real participation with the speaker--a vital quality to a successful interview or any good relationship.

For more specific help with employment interviews, see Howard Figler's The Complete Job-Search Handbook (New York: Holt, Rinehart and Winston, 1979).

For more specific help with the communication concerns of women, see Speaking Up by Janet Stone and Jane Bachner (New York: McGraw-Hill, 1977).

Journal Activity: Career Exploration

Interviewing a person who is doing something you think you might like to do is crucial to your career decision making. Thus, it is important that you not only gather the information from the interview, but that you also spend time thinking through the experience.

- How did your feelings change from the time that you waited for the interview to the time you actually spoke with the person...to the time you left the setting? Were you excited? Bored? Depressed? Intrigued? Inspired? Discouraged? Scared?
- What was your emotional response to the interview process itself? Will it be easy for you to approach this process again?
- What was your response to the work site or the setting of the interview?
- Picture yourself in the setting. What would you like to change about the picture?
- Were your expectations met during the interview? Did you expect the response you had to the person you were interviewing? His or her response to you?
- As you reflect upon the interview, what will you do differently next time?

Resources for Occupational Information

Career and Occupational Literature: A Current Annotated Bibliography and Resources for Occupations. Compiled by Otto Kanocz. Federation Employment and Guidance Service, 114 5th Avenue, New York, New York 10011, 1979.

Career Opportunity Series. CATALYST, 14 E. 60th St., New York, New York 10022. Each of the 27 booklets covers a particular professional career, with a focus on the special needs of women.

Dictionary of Occupational Titles. Bureau of Labor Statistics, U. S. Department of Labor.

Gale, Barry and Linda. National Career Directory: Free and Inexpensive Guidance Materials. Arco Publishing, Inc., 219 Park Avenue, New York, New York 10003, 1978.

Haws, Gene. R. Careers Tomorrow. Plume Books, 1301 Avenue of the Americas, New York, New York 10019, 1980.

Hopke, William W., ed. Encyclopedia of Careers and Vocational Guidance. Doubleday, 1978.

Lederer, Muriel. Blue-Collar Jobs for Women. E. P. Dutton: New York (A Sunrise Book), 1979.

Mitchell, Joyce Stayton. I Can Be Anything: Careers and Colleges for Young Women. College Board Orders, Box 2815, Princeton, New Jersey 98541, 1978-revised.

Occupational Outlook Handbook. U. S. Department of Labor. Available from U. S. Government Printing Office, Washington, D. C. 20402, 1980. Published quarterly.
Includes basic information on 300 common occupations.

Splayer, Sarah. Non-Traditional Careers for Women. Julian Messner Publishing Co., 1230 Avenue of the Americas, New York, New York 10020, 1973.

Vocational Biographies. Vocational Biographies, Inc., P. O. Box 31, Sauke Centre, Minnesota 56378, Pamphlet series, updated annually.

Wetherby, Terry, ed. Conversations: Working Women Talk About Doing A "Man's" Job. Les Femmes Publishers, 231 Adrian Rd., Millbrae, California 94030, 1977.

Staff Guide
EVALUATING CAREER EXPLORATIONS

Rationale

Benefits from job site interviews include the actual experience of interviewing and the information learned. But it can also be beneficial for individuals to share highlights of what they've learned and personal reactions to the information with the group.

Evaluating their experiences encourages participants to verbalize their feelings and gain further clarity. It also provides the group with information about career ideas they might not have considered. Often group members will be able to offer other suggestions and resources to consider.

Objectives

To help participants evaluate the information gathered during their career exploration interviews

To identify personal barriers to pursuing career interests

To refine participants' thinking about their tentative career goals

Procedure

Materials required: blackboard and chalk, or newsprint and marker.

Approximate time required: 45-60 minutes.

A simple scale on the blackboard or newsprint indicating degree of interest is helpful:

1	2	3	4	5
not interested				very interested

Ask participants to mark their level of interest in the career before the interview and where they stand now, after the interview. Then ask individuals to share briefly the reasons <u>why</u> they have the level of interest they now have.

There may not be time for all group members to share each of their career explorations, but every member should have the opportunity to describe at least one experience.

As participants discuss their reactions to the career explorations, various issues will arise. Barriers, both internal and external, will become evident as participants explain their reactions to the information they have learned. Working through these barriers is an important way to prepare for a career decision.

Following are several activities which could be helpful to participants coping with personal barriers. These are to be made available in response to group needs and are not intended to be used in any particular order.

Managing Work, Relationships and Personal Responsibilities, Unit I, pages 37-38.
Time Use Analysis, Unit I, pages 39-40.
Personal Job Readiness and Barriers Checklist, Unit VI, pages 119-128.
Building Confidence in Yourself, Unit VI, pages 133-138.

Staff Guide
A FORCE FIELD ANALYSIS

Rationale

A force field analysis provides a system for analyzing a problem in terms of the forces working for and against a given solution. For purposes of analysis, the problem statement must first be turned into a goal statement (solution). This means that the individual must take a stand on the problem or at least state a desired outcome.

The force field analysis can be used at any point during career explorations when an individual indicates that there is a difference between what is desired (goal) and what is possible (problem).

For example, if the problem is that a particular job requires "too much training," then the participant must take a stand in regard to the problem, by stating "But I really want that job." This is the same as creating a goal or solution. At this point, applying the force field analysis can be very helpful in discovering exactly what forces are moving a person toward a goal or are keeping him or her away from it.

Objectives

To help participants explore the pros and cons of tentative career choices

To introduce a strategy for problem analysis

Procedure

Material required: participant handout, pages 100-103.

Approximate time required: 30-40 minutes.

Directions for using the force field and an example are included on page 100. The process can be taught effectively by asking a participant to volunteer a problem/goal statement and applying the force field on blackboard or newsprint while the group participates. The volunteer should generate all the forces working for the goals first, then those working against the goal. It is helpful at this point to represent the strength of the force graphically by drawing a line from the force toward the center line. Ask the volunteer to stop you at the point he or she feels illustrates the strength of the force, with the center line being the extreme. This is simply a visual means of ranking the importance of the listed forces.

Participants can use the process and the worksheets on pages 100-103 to address their own problems and goals.

After participants complete the force field analysis, initiate a discussion of how the results may tie into the contract developed after

the self-assessment exercises. Is the contract still good? Are any changes needed now to make it more appropriate or to use any new information derived from the career exploration? Make any changes at this time.

Participant Guide
FORCE FIELD ANALYSIS

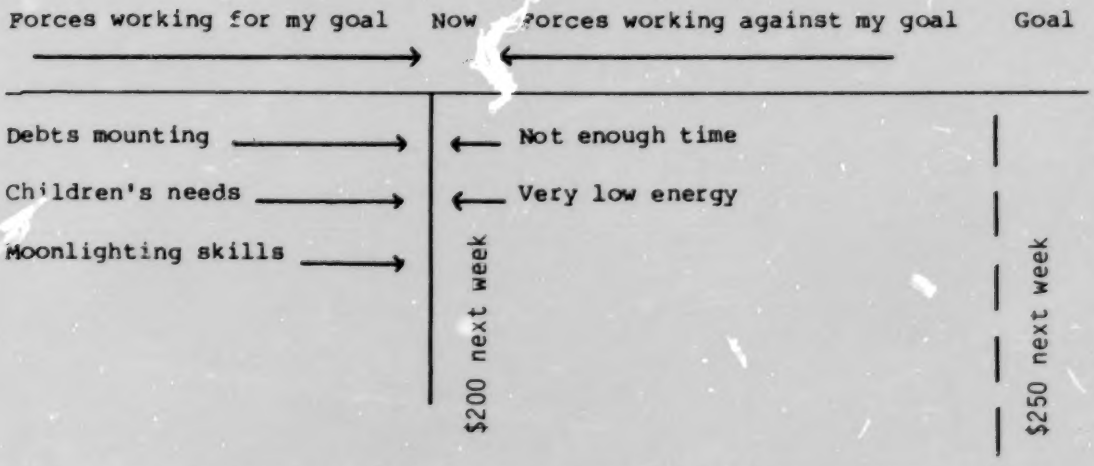
To help you further assess a particular career option, the following force field analysis has been included. This process allows you to take a look at the specific forces that are working for and against something you think you may want.

A problem exists when there is a difference between the way things are and the way someone wants them to be. For example, let's look at the amount of money I will probably earn next week. Let's say it should be about $200. There are factors or forces in my life that might cause me to earn more than that. I have some debts that I'd like to pay off, for example, or my child wants new clothes. I could earn extra money by working as an entertainer or as a consultant on teacher education. On the other hand, there are factors working against my earning more than $200 next week. I'll have little time or energy beyond the 50 hours demanded by my job and the time I promised to spend with my child.

To use the force field technique, start by writing a problem statement at the top of the page. The line down the middle represents the way things are now. The dotted line down the right-hand side of the page represents how you would like things to be. For example, if I wanted to earn $250 next week instead of my usual $200, you would begin to write out the force field diagram as follows.

Problem Statement: I am not earning enough money to live comfortably.

Goal Statement: I want to increase my earnings to $250 per week.



Adapted from Preparing Educational Training Consultants by Rene F. Pino and Ruth P. Emory. Portland, Oregon: Northwest Regional Educational Laboratory, 1976, and theoretical work by Kurt Lewin.

My Force Field Analysis

(Do one for each issue selected)

Problem Statement:

_____

_____

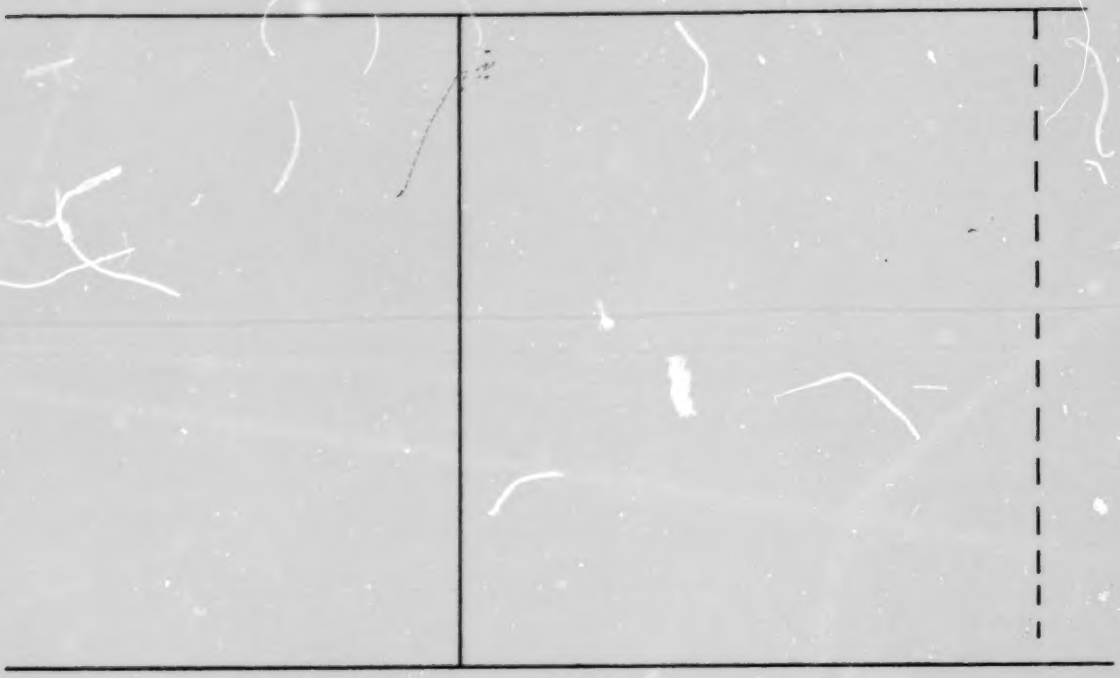
Goal Statement:

_____

_____

_____

Forces working for my goal Now Forces working against my goal Goal



My Force Field Analysis

(Do one for each issue selected)

Problem Statement:

_____

_____

Goal Statement:

_____

_____

_____

Forces working for my goal	Now	Forces working against my goal	Goal

Use this form to analyze the force field you wrote down.

GOAL: _____

SECOND: Rank Order of Importance	FIRST: List all forces "for" and "against"	THIRD: Rate Clarity		
		Clear	Partly Clear	Unclear

FOURTH: List those forces which are ranked high in importance, but about which you are unclear.

FIFTH: Explain what you intend to do to explore this item further.

Staff Guide
CHOOSING CAREER EXPLORATION #2

After you have discussed the first career exploration, there may be some in the group who are still reluctant to participate. This was also the case when these materials were field tested: some seemed to thrive on the interviews, while others found it very difficult to go out to talk with people. Yet, it was this aspect of the process that was reported to be most valuable by the majority of participants. Many who originally protested came back from interviews valuing the experience. In the words of one participant, the career exploration was an "excellent way of getting you to progress from the passive to the active stage. These ideas help you to do something and get your thinking together so that you won't waste your own time or the interviewer's."

Rationale

The choice of Career Exploration #2 should be based upon:

1. The information gained from Career Exploration #1, and

2. The Summary Self-Assessment and Contract developed in Unit IV.

The participant materials instruct individuals to re-assess their contract in light of the new information they have gathered. Remind participants that the point of the activity is information gathering, which is the basis for good decision making.

Rejecting a previous career interest after learning more about it is a positive step in planning. However, some decisions are made based on perceived barriers which sometimes seem insurmountable. Barriers need to be examined carefully before they are allowed to have an effect on a career decision.

Objectives

To prepare participants for career exploration interview #2

To provide additional world of work information for career decision making

Procedure

Materials required: participant handouts, pages 106-113.

Time required: variable.

The actual time needed to choose a site to visit will vary dramatically among participants. While some may be able to follow their original contract, others may need group or individual help to look at what they have learned and to generate a next step. A group discussion or brainstorm of an individual's case may be helpful.

Remind participants that deciding to gather information about a career is not necessarily a commitment. Exploring a wide range of settings will contribute to their ability to make a choice that is right for them given their current values, interests and skills.

Ask participants whether they have gathered any important information that was not addressed in the Career Exploration Interview Guide. If so, suggest that other participants make a point of asking the new questions, if that seems appropriate.

Be sure each participant has made a commitment to visit a second career exploration choice before completing Unit V.

Encourage participants to use journal entries as a way of reflecting on the possiblities in Exploration #1.

Participant Guide
CAREER EXPLORATION #2

Look back to the Summary Self-Assessment and Contract you developed in Unit IV. You recorded three possible career areas to explore. Based on the information you gathered during your first interview and what you learned from that experience, where will your second interview be?_____

What changes, if any, do you need to make in your contract?

_____

_____

_____

What information do you need to gather about your second career area before going to the interview?

_____

_____

_____

General Information

Company or Agency_____ Service or Product Provided_____

Resource Person Interviewed_____

Address_____ Position_____

Type of Job Explored_____ _____

Appointment Date_____Time_____ Telephone_____

Section One: Preparing for the Interview

Before you begin this exploration, describe the information you want to acquire from this experience. Use these questions to guide your thoughts and record your answers for later use.

1. How would this job fit with your

- Interests?

- Personal values?

- Long- and short-range goals?

2. Which of your skills do you think you could apply in this job?

4. Write down the questions you are going to ask this employer. See Section Two, pages 109-111, for ideas--then add any other questions you want to ask.

5. Are there any other issues you think should be considered before you visit the work site?

Section Two: Interviewing Your Resource Person

These questions provide guidelines so you can gather complete information about this job and the work environment.

1. How did you get started in this job?

2. What experience and training have you had as preparation?

3. What other jobs have you held?

4. How long have you worked here?

5. What is your work schedule (days and hours)?

6. What kinds of tasks do you do in a normal working day?

7. What, if any, are the standards of dress expected of those who work here?

8. How many people do you work with?

9. What do you like about your job?

10. What do you dislike about your job?

11. In what kind of space do you work?

12. Where do you work? How much sitting or standing do you do?

13. What are some typical work tasks and activities?

14. What kinds of equipment and tools are used on this job?

15. What wages are paid for a beginning worker in the job?

16. Which union or bargaining groups represent workers?

17. What are the medical and dental programs? Life insurance?

18. What are the retirement benefits?

19. How is job-sharing used? Flex-time?

20. What are the opportunities for promotion?

21. What is the long-range outlook for jobs in this field?

22. How much competition is there for jobs in this area?

23. What are the common mistakes made by applicants for openings in this company that lead to their not being hired?

24. What training is provided for employees?

25. Do workers have a voice in decision making? In what ways?

26. What are the opportunities for responsibility in this job?

27. What are the education and/or special training requirements of this job?

____No high school diploma
____High school diploma
____GED
____Vocational training program
____Community college
____Four-year college
____Other

28. What kinds of experience are required by this job?

____Previous work experience on the job
____Apprenticeship program
____Vocational training program
____Community college
____None

29. What do you consider to be the skills and aptitudes most necessary to the performance of this job?

Skills

Aptitudes

30. (If there are other questions you want to add, include them here.)

Section Three: Reflecting on What You Found Out

After you have completed the interview, take some time to reflect on it and assess this job as an option for yourself.

1. Describe your overall impression of this job.

2. How do your personal values fit this job?

3. Did you leave the interview knowing whether or not this job fits your long- and short-range goals?

4. What interests and skills do you have that might be used in this job?

5. What interests and skills do you have that would be used outside the job?

6. What skills that you want to use again could apply in this job?

7. What would you need to do to acquire a similar job (more training, identify potential employers, etc.)?

8. List the skills and aptitudes you think you would have to learn in order to do this job, and suggest ways you think they could be learned. (For example, on-the-job training, college courses, company training programs, etc.)

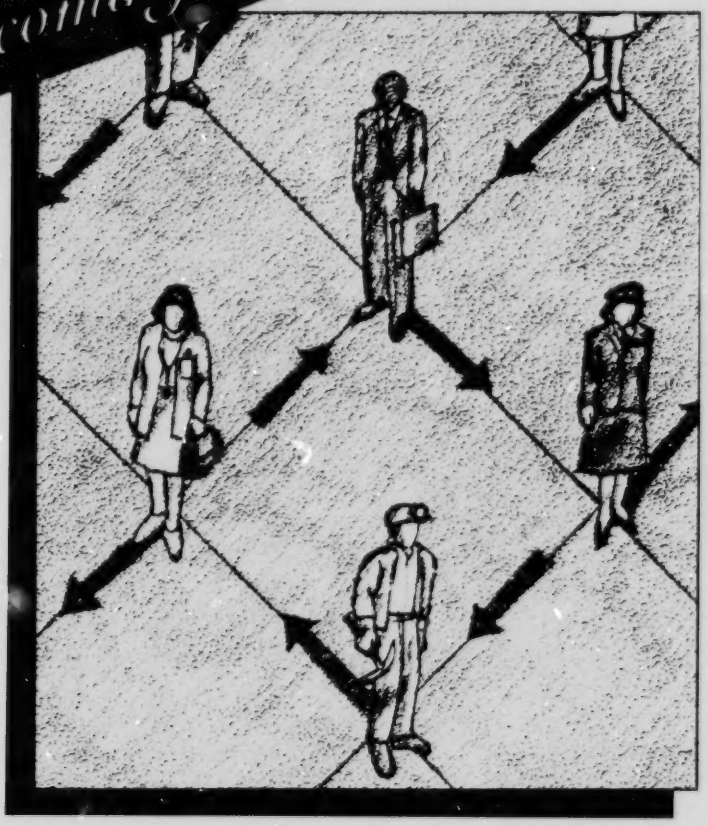
Skills	Aptitudes	How they could be learned

Assessing this Career Option

Issue	YES	SOMEWHAT	NO	UNCERTAIN
Does the work interest me?				
Would the work tasks use my skills and aptitudes?				
Do I like the working conditions and environment?				
Can I manage the required training?				
Is the pay adequate?				
Are there job openings in this area?				
Can I physically handle the work?				
Do I want to pursue this career area further?				

What other sources of information (people, books, teachers, etc.) do I plan to use to get more information about this job?	When will I complete this activity?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

UNIT VI:
PERSONAL JOB READINESS
Overcoming Barriers



Staff Guide

PERSONAL JOB READINESS: OVERCOMING BARRIERS

Introduction

It is easy for the individual who is not working or who is not satisfied with their employment to become discouraged. Discouragement often affects self-esteem. Or, the person may fear moving out into the unknown even though change is desired. Eric Hoffer, in his book, The Ordeal of Change (1952) points out that we cannot be fully prepared for something that is new. He suggests that we must adjust and, to do so, we face a "crisis in self-esteem" that tests us. Career change and job search can be fearsome "tests" during which some individuals lose sight of their strengths or distrust their competencies. Indeed, the emotional trauma of changing jobs is as serious as t t of divorce for many individuals. The goal of this section is to help participants gain self-confidence as they cope with changing career directions.

Staff Guide
STRENGTH BOMBARDMENT EXERCISE

Rationale

The Strength Bombardment exercise is a powerful tool for helping participants recognize and feel a sense of ownership in their skills and strengths. It is based on the idea that we are often unable to see ourselves as others see us for many reasons. The modesty that is regarded as a social asset can blind us.

By this point, the group will have developed supportive feelings toward one another as well as impressions of each other's abilities. This exercise asks that the members share those feelings. The power of the exercise lies in having several other individuals verbalize the strengths they observe in the participant. For some, this feedback may be the strongest and most positive they've received. Some participants will be tempted to deny their strengths; thus, it is important to point out the ground rules for the feedback portion of the activity:

1. The individuals giving and receiving feedback must look at one another.

2. The individual receiving feedback cannot respond while it is being given. Opportunities for discussion come at the end of the exercise.

Objective

To help participants' gain self-confidence

Procedure

Materials required: each participant needs six slips of paper or index cards.

Approximate time required: 70-75 minutes.

In small groups (of four to six persons), share the following:

Round #1 Share your name and something about yourself.

Round #2 Share a turning point, a change in direction in your life.

Round #3 Share five things ending in "ing" that you do very well.

Round #4 Someone brings you a telegram with good news (10 words or less) to share. Write your own telegram. Try to use some information that could be real.

Staff Guide

PERSONAL JOB READINESS: THE BARRIERS CHECKLIST

Rationale

Facing the need for change can result in new sets of "I can'ts" and "They won'ts"--reasons why our choices are limited. Sometimes the barriers to a particular course of action are real; they're imposed by circumstances we cannot control or change. These are called external barriers. Often, however, the real barrier is not the circumstance but our perception; we believe we have no choices or influence in the situation. This feeling of powerlessness or inability to overcome the obstacle will be referred to here as an internal barrier.

The Barriers Checklist gives participants a large number of potential barriers. It can be effective in illustrating to an individual that barriers do not seem so overwhelming in light of the possibilities available for overcoming them. The point is to provide individuals with a method for working through their most significant barrier. The journal activity asks them to look seriously at each barrier to assess its real impact.

Objectives

To help participants identify personal obstacles to implementing their career goals

To help participants gain a sense of control over their lives and careers

To help participants develop short- and long-range goals

To help participants understand the specific steps required to achieve career goals

Procedure

Materials required: participant handout, pages 120-129.

Approximate time required: 45-60 minutes.

Ask participants to work through the checklist. Explain the distinction between external and internal barriers and that the distinction is based on personal perceptions. Participants should decide whether a barrier is external or internal based on their feelings toward it.

After they have rank ordered their barriers and chosen the five that are most important, ask for someone to volunteer to discuss one important barrier. You can analyze the barrier by brainstorming with the group for solutions or by applying the force field analysis. (You might ask for an external barrier as a means of illustrating how often an external barrier really has internal roots.)

The rest of the Barriers Checklist activity should be completed at home in conjunction with the Barriers Journal Activity. The journal activity provides participants with a process for working through barriers on their own.

Contracting with Yourself on pages 123-128, provides an excellent means to strengthen individual commitment to change. Ask participants to contract with themselves to accomplish specific steps in overcoming their barriers. You may also wish to return to this activity during the next session and encourage participants to contract in dyads.

Participant Guide
PERSONAL JOB READINESS

Transitions take real energy. Whether you are moving from one job to another, from school to work, from work to school, from homemaking to a career outside the home or from one career to another, it is a difficult process. Sometimes the person changing careers gets tired of spending all that energy and is tempted to take whatever comes along. That temptation may be reinforced by thoughts which are barriers to achieving the goals we set. Getting beyond those barriers is an important part of your personal job readiness.

This activity will help you look at barriers to achieving your career and educational goals. It will ask you to honestly assess the reasons why you think you can't achieve those goals. Additionally, the activity will encourage you to develop ways to overcome your personal barriers.

The following checklist helps you focus on your personal sets of "I can'ts" and "They won'ts." Some of the statements will not apply to you; others will. We hope the areas you don't need to work on will outnumber the ones you do need to work on. Don't get discouraged with those that do need work. Remember, you only need to do one at a time to make progress toward your goal.

After you have worked through the checklist, select the barriers that seem to be the most important. Use the self-contract forms to help you set goals or plan specific actions that will help you get beyond the barriers. Try to hold yourself to the agreements you make with yourself and meet the target dates you set for getting things done.

Barriers Checklist

As you review this list, ask yourself if the barrier you are about to check is external or internal. External barriers are imposed on us by a situation we cannot control. They may be a result of another person's actions. Internal barriers are those that are inside of us, that only we can do something about. Add your own items to this list.

External	Internal	Barrier	Rank Order
		I'm scared.	____
		I can't read well enough.	____
		I'm not good at math.	____
		I don't write well enough.	____
		I don't have enough experience.	____
		I'm overqualified.	
		There aren't any openings anyway.	____
		I don't have a chance of getting the job.	____
		I'm too shy.	____
		My health won't allow it.	____
		It's too far away.	____
		I'm overweight.	____
		My clothes aren't good enough.	____
		I don't have a high school diploma or GED.	____
		They won't hire a minority person.	____
		They won't hire a woman for this job.	____
		They won't hire a man for this job.	____
		I don't have transportation.	____

External	Internal	Barrier	Rank Order
		I don't have the right degree.	____
		I can't get an interview.	____
		I can't get child care.	____
		The hours are bad.	____
		My wife (or husband or other person I'm close to) wouldn't like it.	____
		I can't work Wednesday nights because I bowl (or_____).	____
		They laid off workers last week/month.	____
		There aren't any jobs. The economy is bad.	____
		It's a dead end job.	____
		The office is shabby (or messy or dark, etc.).	____
		The personnel office/agency didn't help me.	____
		I'm too old/young.	____
		I can't learn a new job.	____
		I can't meet people well.	____
		I can't be myself in that job.	____
		There's no future in it.	____
		The salary/benefits aren't good enough.	____
		Other.	____
		Other.	____
		Other.	____

After you've identified the barriers, rank order them, with the most difficult being number 1 and so on.

Naming The Barriers

Now write down your five biggest barriers. Be sure to indicate whether it is an external or internal barrier.

Barrier 1. _____

_____

_____

_____

Barrier 2. _____

_____

_____

_____

Barrier 3. _____

_____

_____

_____

Barrier 4. _____

_____

_____

_____

Barrier 5. _____

_____

_____

_____

Contracting With Yourself

What assignment or contract are you willing to make to overcome your biggest barriers?

For each barrier you listed, write a contract and set yourself a target date for completing it. Sign your contract with yourself and put the date by your signature.

Example

Barrier: Lack of good transportation

Contract: I will talk to two mechanics about fixing up my car, call a wrecking yard for used parts if appropriate, and check out three car ads in my price range.

Completion date: _____

Signature: _____ Today's Date: _____

Contracting With Yourself

What assignment or contract are you willing to make to overcome your biggest barriers?

For each barrier you listed, write a contract and set yourself a target date for completing it. Sign your contract with yourself and put the date by your signature.

Barrier:

Contract:

Completion date:_____

Signature: _____Today's Date:_____

Contracting With Yourself

What assignment or contract are you willing to make to overcome your biggest barriers?

For each barrier you listed, write a contract and set yourself a target date for completing it. Sign your contract with yourself and put the date by your signature.

Barrier:

Contract:

Completion date:_____

Signature: _____Today's Date:_____

Contracting With Yourself

What assignment or contract are you willing to commit to in order to overcome your biggest barriers?

For each barrier you listed, write a contract and set yourself a target date for completing it. Sign your contract with yourself and put the date by your signature.

Barrier:

Contract:

Completion date:_____

Signature: _____Today's Date:_____

Contracting With Yourself

What assignment or contract are you willing to make to overcome your biggest barriers?

For each barrier you listed, write a contract and set yourself a target date for completing it. Sign your contract with yourself and put the date by your signature.

Barrier:

Contract:

Completion date:_____

Signature: _____Today's Date:_____

Contracting With Yourself

What assignment or contract are you willing to commit to in order to overcome your biggest barriers?

For each barrier you listed, write a contract and set yourself a target date for completing it. Sign your contract with yourself and put the date by your signature.

Barrier:

Contract:

Completion date:_____

Signature: _____Today's Date:_____

Journal Activity: Barriers

This journal activity should help you focus on the contracts you made to overcome your five biggest barriers.

As you prepare to carry out each contract, use your journal to help you reflect on your feelings about that barrier. Everyone faces two kinds of barriers. Some are external--imposed by a situation we cannot control or are a result of someone else's actions. Others we put on ourselves. The internal barriers are those that only we can do something about.

The following questions may guide your thinking about each of the five barriers you have chosen to work on. Keep notes for yourself in your journal. Use it to keep track of your progress.

- When did you first know this was a barrier?
- Can you recall the events that preceded its becoming a barrier?
- Are there other people or situations involved--external factors that influence this?
- List some things about this barrier over which you do have control (even if you see this as an external barrier).
- List the things about this barrier that you feel are absolutely beyond your control.
- Have others pointed out this barrier to you? If so, do you accept their view of the problem?
- Did you create this barrier for yourself (by dwelling on the negative parts of a situation, closing your mind to the positives, etc.)?
- How often does this barrier come to your mind?
- Have you tried to do something to overcome it before now? If so, what?
- Assess the reasons you are still dealing with this barrier.
- Have you gained any insights about yourself in terms of this barrier as you worked on it?
- Add any other items you think are needed here.

Write down your analysis of your original plan. Is that plan still workable?

Complete the journal activity for as many barriers as you wish.

Staff Guide
BUILDING CONFIDENCE IN YOURSELF

Rationale

Lack of confidence or a poor self-image is a major stumbling block for many people changing careers. It is often helpful to address more specific issues (punctuality, for example) rather than general personal deficits (such as feeling down and out). When a person is successful in coping with a specific issue, confidence and self-esteem result.

The Building Confidence exercise is designed to help participants change their personal focus from feeling inadequate to working on specific problem areas. It may not be possible for a person to change overnight, but identifying specific areas to work on gives an individual some chance to succeed with particular difficulties. Successfully coping with one problem area can encourage a person to work on another. It doesn't take several small successes to develop a feeling of personal confidence.

This exercise assists individuals in setting goals for achieving confidence by establishing target dates and specific strategies to obtain those goals.

Objectives

To help participants set goals and target dates to meet those goals

To help participants build self-confidence

Procedure

Materials required: participant handout, pages 133-138.

Approximate time required: 20-30 minutes.

This activity is optional.

The Building Confidence exercise may be assigned as an out-of-class project. To introduce the activity, you might choose several desirable qualities or abilities and brainstorm with the group specific steps one could take to achieving them. Generally, all participants need not work on every quality presented in this exercise. Encourage participants to read through the entire list, then go back and select the qualities they feel are most important. Caution participants not to avoid an area they really need to work on.

If time is a factor, completion of this exercise can be a homework assignment.

After individuals have completed the exercise at home, they could share with the group those goals they had trouble with.

Encourage participants to set specific target dates for goals that are important to them, and perhaps contract in dyads for mutual support. Check individual plans with the group before the session ends.

Participant Guide
BUILDING CONFIDENCE IN YOURSELF

Giving ourselves credit for the strengths that we have is not easy. We have all been urged at one point or another to be modest or to be humble. During a career or life change, it is important to be able to make a strong statement about who you are. During a time of change it is easy to feel out of balance or afraid. It is helpful to keep a list of personal qualities or strengths that you have or that you want to develop.

Use the following scales to assess where you are now, in terms of a quality or strength, and where you would like to be. A space is provided for you to choose a target date and action steps you might take to help get to where you'd like to be. There are also blank scales for you to add qualities or strategies that you would like to work on.

SAMPLE

I'm a self-starter and highly motivated.	Where I am today. 1 2 (3) 4 5 6 7 Where I'd like to be. 1 2 3 4 (5) 6 7	Target Date: 10/30 Action: LOCATE & REVIEW MATERIALS ON SELF-REWARDS

Personal Qualities

I am an honest person and will answer to the best of my ability all questions about myself and my employment plans.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I am emotionally mature, well-adjusted and able to cope with problems, people and stress.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I am dependable and punctual.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I am self-confident, as shown by my initiative and ability to solve problems in the past.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I'm a self-starter and highly motivated.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I get along with people successfully and cooperate in a work situation.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:

I can take orders well.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I can ask questions if I don't understand something.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I want to learn all I can about my job and other phases of the company's work so I can be of value as an employee.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I am ambitious and do not plan to stay in the same position indefinitely.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I can be counted on to complete any task I begin.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I have the necessary skills to produce well on the job.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:

Personal Abilities

I can plan my time and work effectively.	Where I am today 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I am organized in my activities.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I can work independently or with a group.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I can think creatively and give fresh approaches to what needs to be done.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I can initiate tasks and am able to work without direct supervision.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I can explain what I think, and teach others what I know.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:

I can compare and make judgments based on facts and figures.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I can negotiate and work out compromises.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I have the ability to listen well and paraphrase what has been said.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I can communicate effectively in written and verbal forms.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
With regard to jobs and career areas, I know my personal values, abilities, interests, and aptitudes.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I have appropriate academic and technical training.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:

Career Strategies

I have spent time systematically considering my career plans.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I have a plan for my career development.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
I have stated my career goals as clearly and realistically as possible for someone at this stage.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
My appearance shows that I'm taking the interviewer and the interview seriously.	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
Other:	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:
Other:	Where I am today. 1 2 3 4 5 6 7 Where I'd like to be. 1 2 3 4 5 6 7	Target Date: Action:

Staff Guide
CHOOSING CAREER EXPLORATION #3

Introduction

The career exploration activity is a method of helping participants check their perceptions in a relatively nonthreatening way. Most adults involved in the career planning workshop need some encouragement to continue the practice of interviewing for information. The workshop asks participants to do at least three exploration interviews, but more are recommended. In fact, this activity can be useful as a regular and ongoing part of participants' job search strategy.

As the participants begin to focus on a more clearly defined set of skills, interests and values required for a satisfactory career choice, they should also consider the various settings in which these factors may be applied. This activity asks participants to think through alternative settings in which similar sets of skills apply.

Rationale

Urge participants to choose a third site with the same thoughtfulness used in choosing a second site.

Some participants may have reached a point where they need to examine a particular career interest in terms of various settings or various levels of responsibility. For example, public relations is an activity that varies significantly depending on where one is doing it. Public relations for a public utility differs from public relations for a commercial sales organization or for an educational institution. There are also differences between public relations within a company, public relations outside a company or contract public relations (with a public relations firm). The activities of the job also vary with the position. For example, being a writer, account representative, artist or media liaison can all be categorized as public relations positions. Additionally, the level of the position varies and is usually determined by experience. For example, there may be far more rungs on the account representative's ladder than for those of a writer or artist.

Objective

To help participants develop decision making skills

Procedure

Materials required: participant handouts, pages 142-149.

Time required: varies with the procedure you select to help participants choose their third career exploration. Group discussion or brainstorm may be used.

You can help people understand how the same job can be done in various settings. A discussion about how the same skills might be used in more than one company or kind of business can help people understand options.

Use the public relations example to illustrate the various possibilities within one field. Then ask participants to list different places of employment where they could pursue careers they have explored.

For discussion:

1. What other settings might offer alternative possibilities?

2. What functions are incorporated into the career field I am exploring?

3. How important is choice of setting and function in career planning?

4. Will the product or service be consistent with my personal values and interests?

5. Am I interviewing at the appropriate level of responsibility?

Other examples

A. Field: Elementary teaching

Setting:

1. Public elementary school
2. Private or parochial school
3. Alternative "free" school

Areas for discussion:

Various approaches, philosophies
Grade levels
Subject areas
Administrative responsibilities
Counseling responsibilities
Large group/small group/individualized
Media resource center
Special target groups, for example, handicapped, refugee, etc.
Location of school in the community
Ethnic composition
Academic standards
Other staff and administrators

B. Field: Home Weatherization Specialist

Setting:

1. Public Utility
2. Commercial contractor
3. Governmental agency

Areas for discussion:

Technical skills
Working with the public
Sales ability
Research interest
Measuring homes
Estimating costs
Necessary training

Participant Guide
CAREER EXPLORATION #3

Once again, you need to look back at your Summary Self-Assessment and Contract and at any changes you made in the contract after your first or second interview.

Based on what you have learned so far, what do you need to do next?
Where will your third interview be?_____

_____

What changes, if any, do you need to make in your contract?

_____

_____

_____

What information do you need about your third career area before the interview?

_____

_____

_____

We recommend that you do at least three career explorations. However, it often takes additional work to arrive at a career decision. After deciding on a career direction, interviewing for information is a good way to determine where you would like to do what you'd like to do. Similar types of jobs are often done in many different places and at different levels. For example, retail sales manager is one kind of job but working in the men's clothing section of a major department store is far different from working in a small, family-owned auto parts business.

What other interviews for information should you do to help you narrow or reaffirm your decision?

_____ _____

_____ _____

_____ _____

General Information

Company or Agency_____ Service or Product Provided_____

Resource Person Interviewed_____

Address_____ Position_____

Type of Job Explored_____ _____

Appointment Date_____Time_____ Telephone_____

Section One: Preparing for the Interview

Before you begin this exploration, describe the information you want to acquire from this experience. Use these questions to guide your thoughts and record your answers for later use.

1. How would this job fit with your

   - Interests?

   - Personal values?

   - Long- and short-range goals?

2. Which of your skills do you think you could apply in this job?

3. What do you want to know about the job itself?

4. Write out the questions you are going to ask this employer. See Section Two pages 145-147 for ideas--then add any other questions you want to ask.

5. Are there any other issues you think should be considered before you visit the work site?

Section Two: Interviewing Your Resource Person

These questions provide guidelines to gather complete information about this job and the work environment.

1. How did you get started in this job?

2. What experience and training have you had as preparation?

3. What other jobs have you held?

4. How long have you worked here?

5. What is your work schedule (days and hours)?

6. What kinds of tasks do you do in a normal working day?

7. What, if any, are the standards of dress expected of those who work here?

8. How many people do you work with?

9. What do you like about your job?

10. What do you dislike about your job?

11. In what kind of space do you work?

12. Where do you work? How much sitting or standing do you do?

13. What are some typical work tasks and activities?

14. What kind of equipment and tools are used on this job?

15. What wages are paid for a beginning worker in this job?

16. Which union bargaining groups represent workers?

17. What are the medical and dental programs? Life insurance?

18. What are the retirement benefits?

19. How is job-sharing used? Flex-time?

20. What are the opportunities for promotion?

21. What is the long-range outlook for jobs in this field?

22. How much competition is there for jobs in this area?

23. What are the common mistakes made by applicants for openings in this company that lead to their not being hired?

24. What training is provided for employees?

25. Do workers have a voice in decision making? In what ways?

26. What are the opportunities for responsibility in this job?

27. What are the education and/or special training requirements of this job?

___No high school diploma
___High school diploma
___GED
___Vocational training program
___Community college
___Four-year college
___Other

28. What kinds of experience are required by this job?

___Previous work experience on the job
___Apprenticeship program
___Vocational training program
___Community college
___None

29. What do you consider to be the skills and aptitudes most necessary to the performance of this job?

Skills

Aptitudes

30. (If there are other questions you want to add, include them here.)

Section Three: Reflecting on What You Found Out

After you have completed the interview, take some time to reflect on it and assess this job as an option for yourself.

1. Describe your overall impression of this job.

2. How do your personal values fit this job?

3. Did you leave the interview knowing whether or not this job fits your long- and short-range goals?

4. What interests and skills do you have that might be exercised in performing this job?

5. What interests and skills do you have that would be used outside the job?

6. What skills that you want to use again could apply in this job?

7. What would you need to do to acquire a similar job (more training, identify potential employers, etc.)?

8. List the skills and aptitudes you think you would have to learn in order to do this job, and suggest ways you think they could be learned. (For example, on-the-job training, college courses, company training programs, etc.)

Skills	Aptitudes	How they could be learned

Assessing This Career Option

Issue	Yes	Somewhat	No	Uncertain
Does the work interest me?				
Would the work tasks use my skills and aptitudes?				
Do I like the working conditions and environment?				
Can I manage the required training?				
Is the pay adequate?				
Are there job openings in this area?				
Can I physically handle the work?				
Do I want to pursue this career area further?				

What other sources of i formation (people, books, teachers, etc.) do I plan to use to get more information about this job?	When will I complete this activity?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Journal Activity: Letting Go

Transitions often occur during the adult years. We may move into or out of marriage. We may move into or out of jobs or career paths. We may move into or out of good health. The transitions are different but the process is the same. To take on a new role or a new identity, we must let go of the old. The activity, Managing Work, Relationships and Personal Responsibilities helped you to assess your roles. We often need to make choices to allow ourselves the time and space to take on new roles or identities. We must clear our minds of what we were in order to recognize what we've become and to make room for personal growth.

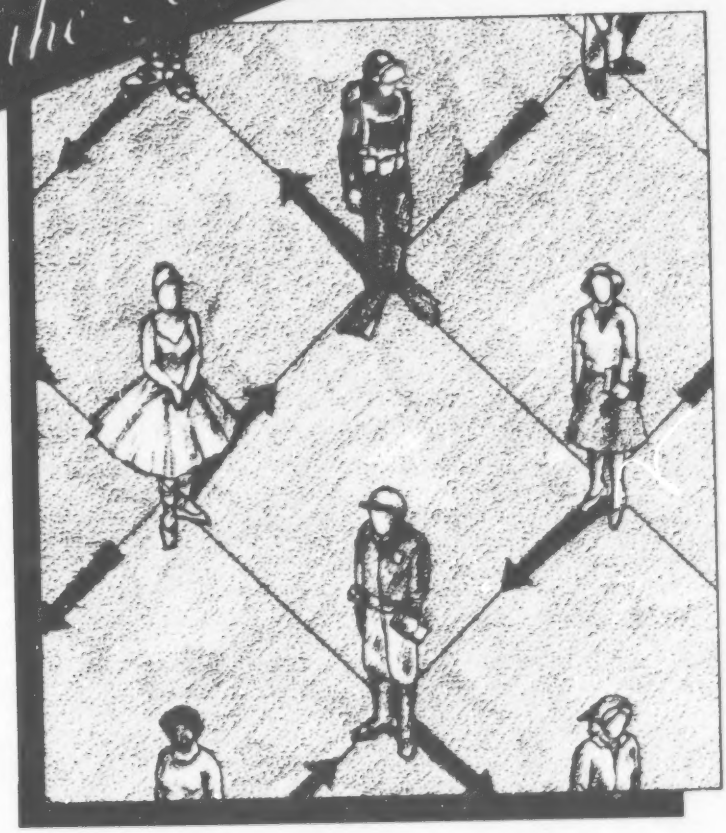
This sounds simple enough, but in fact, letting go of the old can be difficult. We may feel stuck. We don't know who we are or who we want to be. This experience is so common, adult development researchers are beginning to label it as an important step in growth.

Reflect on your own experience:

- Do you know what you want? Who you want to be? Did you ever not know?
- How difficult has it been to know your own needs? What steps have you taken to discover what you want?
- Do the aspirations that you have for yourself require that you give up old ways of viewing yourself? If so, try to be specific. What are you letting go? Perceptions of yourself? Of others? Roles? Relationships? A setting? A status? An image? A comfort zone?
- How does it feel to be where you are right now? How do you feel about being in transition to some new place, some new you?
- How much do you feel the loss of what has been? Do you ever feel that in taking some new step the past will be forever lost? Do you feel okay with letting that go?
- How do you view change? Is it evil or good? What kind of a challenge is it for you? How much stress do you experience with changes?

UNIT VII:
DECISION MAKING

Weighing the Alternatives



Staff Guide
DECISION MAKING

Introduction

Most individuals participating in this workshop are probably in the process of making what researcher Allen Tough (1982) has termed "intentional changes." While the decision to "do something" has been made, deciding on the "right" career, job or volunteer commitment requires much more thought and careful analysis of the options available to the individual. The task of choosing a career and the decision making process this involves provides the focus for this section.

Decisions do not exist in a vacuum, but rather in an environment influenced by individual and group (social) values. Consideration of these values is essential in making a satisfactory decision. Using values as a frame of reference helps to emphasize the outcomes as either satisfactory or unsatisfactory, rather than "right" or "wrong."

Workshop participants have already considered their personal values. They have also acquired information from the community, their peers, the facilitator and outside speakers. This feedback should help them create new alternatives to increase the range of possible choices. Brainstorming is a good technique to help generate alternatives.

Regardless of the number of alternatives generated, most people see some degree of risk involved in making a choice. It is helpful to remember the following:

- Individuals differ in their abilities to take risks.
- Individuals are often inconsistent in their abilities to take risks.
- Several factors influence their ability to take risks including personality traits, the importance of the outcome, the conditions perceived by the individual facing the decision and the amount of information available.
- Handling real money and people is very different from handling hypothetical situations involving risk.

Rationale

Decisions are especially difficult to make in times of transition. Deciding what to do when it involves others or giving up something familiar is not easy. Sometimes individuals only need time before they're ready to act. Other times, they need to overcome definite obstacles, such as the following:

"I have no choice." The feeling of lack of control or autonomy in one's life is a particular problem for people who have not made their own decisions. The right to choose must be encouraged.

"I don't know what I want."	Not knowing requires that the person take time to clarify values and try out alternatives.
"I don't have enough information."	Recognizing the need for information is a positive step but gathering it should not become an end in itself.
"I don't know where to begin."	Making a decision or acting on it must be broken down into specific, manageable tasks.

Objective

To help participants develop decision making skills

Procedure

Materials required: participant handouts, pages 153-156. For additional reading, see Resources for Decision Making.

Approximate time required: 30 minutes.

The preceding problems can be used to start a group discussion or as a followup to Sylvia Plath's quotation about deciding. Explore how participants feel about the decisions they must make.

The decision making process included in the participant handouts lists the basic steps necessary for good decision making. It is sometimes helpful for people to realize that a good decision is not necessarily one with a good outcome. We make good decisions by following decision making practices. We have control over our strategy but we have no control over future events. We make the very best decisions we can based on what we know now to be true. Well-made decisions sometimes have poor outcomes; poorly made decisions sometimes turn out fine. However, the use of a sound decision making strategy increases our chances of getting the outcome we want.

1. Ask a participant to volunteer a decision he or she is tackling, and have the group work through the process with the individual. Give support and feedback on the strategy used.

2. Record suggestions that come from the group on newsprint. Ask the volunteer to react to these suggestions. Are any of the ideas particularly helpful? Does the strategy need to be modified?

3. Try not to be judgmental about decisions made, but encourage all participants to express their own feelings on the subject. The purpose here is not only to share thoughts but to support one another in whatever decisions are reached.

Participant Guide
DECISION MAKING

"I saw my life branching out before me like the green fig tree in the story."

"From the top of every branch, like a fat purple fig, a wonderful future beckoned and winked. One fig was a husband and a happy home and children, and another fig was a famous poet and another fig was a brilliant professor, and another fig was Ed Gee, the amazing editor, and another fig was Constantine and Socrates and Attila and a pack of other lovers with queer names and offbeat professions, and another fig was an Olympic lady crew champion, and beyond and above these figs were many more figs I couldn't quite make out."

"I saw myself sitting in the crotch of this fig tree, starving to death, just because I couldn't make up my mind which of the figs I would choose. I wanted each and every one of them, but choosing one meant losing all the rest, and as I sat there, unable to decide, the figs began to wrinkle and go black, and, one by one, they plopped to the ground at my feet."

Source: The Bell Jar
Sylvia Plath
1933-1963

Journal Activity: Decision Making

Freedom of choice requires the ability to decide. You can learn certain decision making skills that will enable you to take control of your life and your career.

- Reflect now on the following:

  (1) How you choose

  (2) What you choose

  (3) How you feel about your choices

  (4) How you act upon your choices

- What is the relationship between choosing and losing?

- How important is it to be right in your decisions? Does the need to be right ever keep you from deciding at all? Is the right outcome always the most satisfactory?

- Who is in control of your decisions?

- Do you know what you want? How much does not knowing what you want create a stumbling block to your decision making?

- How do you feel about your ability to take risks? Is taking a risk an issue for you?

- How do you bring your values to bear on decisions that you are making?

- Once you have made a decision, how difficult is it for you to follow through? Do you set a deadline date? Do you reward yourself for steps taken toward putting a decision into action? Think of a decision you've made recently. List rewards you could give yourself as you move to act on it.

DECISION MAKING

To be skillful at making decisions, you need to know about yourself, your values and your skills. You have now spent a considerable amount of time assessing yourself in these ways, but the process of self-evaluation and gathering other information must continue.

You must know something about your world, its potential, and its limits. And you should know how to make changes. Exploring your career options provides you with information about the world of work and makes it easier to make changes.

Finally, you must know how to make good decisions. Learning decision making skills and practicing them will help you make informed decisions with a minimum of personal stress and worry.

The Decision Making Process

The decision making process requires taking the information you have gathered and making a plan which moves you toward your target. Following are the basic steps:

Step 1 Recognize and define the problem and decision to be made.

Step 2 Know what is important to you and know what you want to attain or achieve.

Step 3 Examine the information you already have.

Step 4 Seek and use new information.

Step 5 List your options, which are the potential outcomes.

Step 6 Assess the risks, costs and benefits involved in choosing each option and try to determine how well you like the consequences of each outcome.

Step 7 Develop a plan or strategy for getting what you want.

Step 8 Act on your plan or strategy.

Step 9 Evaluate or follow through.

Step 10 Repeat the steps. Remember, career decision making is an essential life process--a survival skill which requires ongoing problem definition, information gathering and strategy development.

Resources for Decision Making

The participant's materials provide one approach to decision making. Other resources include:

Bromfield, Sandra and Kilmurray, James A. Learning to Decide: New Way to Counsel Nontraditional Students. College Board Review: 100, pp. 26-8, 41 Summer 1976.
Decision making training techniques used in Boston.

Gelatt, Varenhorst, Carey and Miller. Decisions and Outcomes. CEEB, New York, 1973.
Workbook with extensive leader's guide. (The focus is on younger people.)

Miller, Gordon Porter. Life Choices: How to Make the Critical Decisions About Your Education, Career, Marriage, Family, Lifestyle. New York: Thomas Y. Crowell, 1978.

Potter, Beverly A. Increasing Decision-Making Behavior in Women: What the Counselor Can Do. Journal of Instructional Psychology, V. 3, No. 3, pp. 33-9, Summer 1976.
Discusses "Need to motivate women to seek information by increasing their uncertainty about the future."

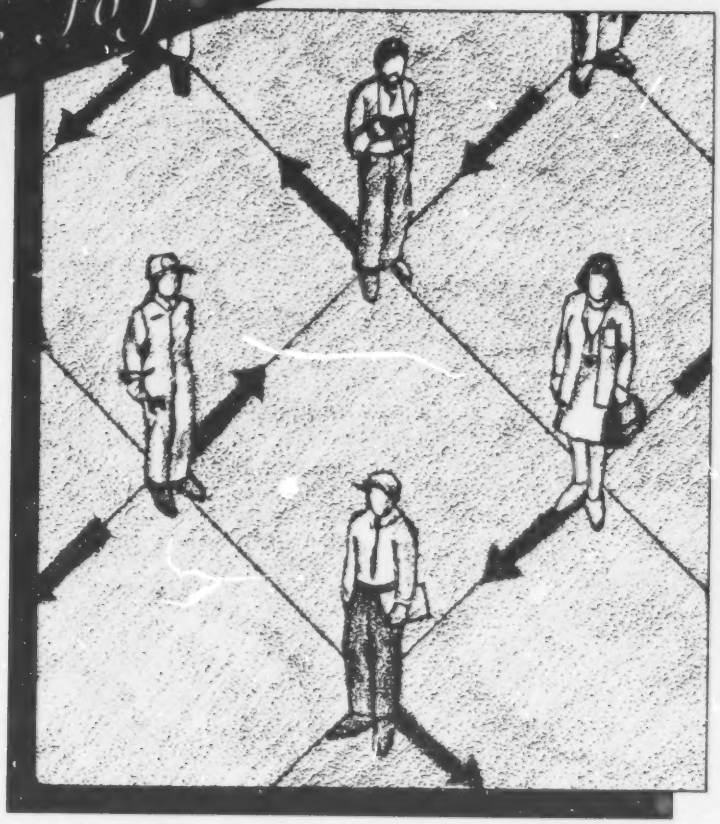
Schlossberg, Nancy K. On the Brink: Your Own Career Decision. Journal of the NAWDAC: 40; 1; pp. 22-26, Fall 1976.
A decision making model for women who are in the process of making career decisions and choices.

Scholz, Nelle T., Prince, Judith S. and Miller, Gordon P. How to Decide: A Guide for Women. New York: College Entrance Examination Board, 1975.
A workbook approach--readable and lively.

Editor's Note: Much of what has been published recently on decision making has been written for women. The guides listed can be adapted to mixed groups.

UNIT VIII: IMPLEMENTATION

Where To from Here



Staff Guide
INTRODUCTION TO IMPLEMENTING CAREER DECISIONS

The focus of this unit is on helping participants move from planning and exploration to implementing their plans. The activities include concrete and practical steps they must take if they are to achieve their career goals. A number of implementation options are available, ranging from development of internship plans to resume preparation to refining job interview skills.

The final activity is useful for individuals who may need reassurance that there is more than one route to a satisfying career.

The closure uses goal setting and imaging to draw together the individual's ideas about possibilities.

Rationale

At this point, members of the group may diverge considerably in terms of their readiness to act on their respective decisions. Individuals may have progressed at varying rates toward clarifying values, collecting information and eliminating barriers. It may be reassuring for some to learn that even those skilled at decision making have some degree of uncertainty. Nevertheless, it should be stressed that eventually a person needs to act. A decision is not really effective unless some action takes place.

Objective

To help participants make the transition from planning to action

Procedure

Materials required: participant handout, page 159.

Approximate time required: 20-30 minutes.

It may be necessary to poll the group for unmet needs, frustrations and suggestions. These may determine the best use of the final time together. Following are some possibilities:

1. If barriers to action are an issue, it may be best to have individuals or the entire group turn back to the Barriers Journal Activity and work through the questions posed.

2. The participant's handout encourages setting rewards for tasks completed. The group might brainstorm possible rewards they could give to themselves.

3. If participants need more extensive experience on job sites, the Internship Development Plan is included. Insufficient time and money may be barriers to an extended volunteer internship. Participants who are interested in this learning experience may need help thinking of alternative schedules, approaches and agencies receptive to volunteer placements.

4. The next step for most participants is creating a resume; material regarding this topic is included to be used individually or in a group.

Participant Guide
ACTING ON YOUR DECISION

A decision is not really effective until we have taken steps to implement it.

Often the most difficult part of acting on a decision is taking the first step. If you feel yourself stalling, try to understand why. Are there some negative images associated with taking this action? How are you dealing with these barriers? If necessary, turn back to the Barriers Journal Activity and work through the questions.

It may help you get started to know that persons skilled at decision making are also positive thinkers. They believe things will work out and are usually rewarded by their thinking. When problems develop, they assume it is all part of normal living and take it in stride.

If putting things off is a problem for you, how about setting a deadline to take the first step? Then add a reward: "If I complete the first step by this date, I will call Sal, and we'll have that game of tennis," or "I'll buy that new lens I want," or "I'll take an hour to spend with Sam." Choose a reward that is real for you, and when you have completed the task, reward yourself. If you miss the deadline date, don't be hard on yourself. Choose another date and commit yourself to it.

Often people changing careers decide they want more "hands on" experience with a career field before they commit themselves to getting the skills or training or seeking the job. Internships are a natural next step after job site interviewing. The Internship Development Plan on pages 162-165 gives you a step-by-step approach to planning an internship.

Many people seeking a career change must write a resume. If that is your need, refer to pages 174-185.

Staff Guide
INTERNSHIP DEVELOPMENT PLAN

Rationale

The internship option can be a valuable experience for adults, but there may be some barriers to it. "Internship" is used here to describe any sort of extended participation (observation and/or "hands-on" experience) in a work site or career setting. The internship may be part-time or full-time, voluntary or paid. The important ingredient is the knowledge the participant hopes to acquire.

The logistics of scheduling may well be a barrier to an employed person or to the unemployed person with child care or other time commitments. If the group chooses to spend time on the internship option, it will be helpful to use a brainstorming activity to generate scheduling options or other solutions to barriers.

Objective

To present the internship concept as an action step for career development

Procedure

Materials required: blackboard or newsprint sheet, marker, participant handout, pages 162-165.

Approximate time required: 20 minutes.

Brainstorm--Let us assume that you would like to commit five to ten hours a week to an internship project. You are interested in a site which would enhance your skills and provide experience to enable you to make a job change. However, you cannot risk quitting your present position to work as an unpaid intern. Your present position is 8:00 to 5:00 Monday through Friday with an hour for lunch. Brainstorm possibilities for an internship.

If necessary, prompt the group. Suggest the following:

Lunch hours?
Extended lunch hours?
Flex-scheduling?
Trading half days for Saturday mornings?
Vacations?
Personal leave?
Job-sharing?
Cut-back from full time?
Evenings?
Negotiate release time?
Show present employer the project has value for him or her (if it does)?

Money is another obvious barrier to working without pay. For the unemployed person it may be a wise investment in the future; however, temporary survival tactics may need to be explored.

Again, a brainstorming activity may help generate alternatives to taking permanent employment, which tends to lock one in and prevent further exploration. How about:

Temporary employment?
Flexible hours?
Sales or bartending?
Night shifts?
Taxi driving or restaurant work?
Weekend work?
Selling a house or car?
Garage sales?
Bank or credit union loan?
Borrowing from family or friends?

Access to internship opportunities will be another anticipated barrier. The participant materials outline a process for negotiating an internship agreement. Brainstorming possible sites to meet specific learning objectives will be helpful as will role playing the actual conversation with the supervisor or employer.

Participant Guide
INTERNSHIP DEVELOPMENT PLAN

The Career Redirections for Adults workshop has stressed the importance of talking with people who are doing something you would like to do. The information you have gained from your job site interviews has probably helped you narrow down a number of career alternatives. This experience can be taken a step further.

An internship can provide you with more information about a career field. Also, it can allow you to test your skills, to show that you can do a job. Proving your skill will assure you that you can do a job; it will also assure your supervisor. Thus, not only will you build your confidence, you will gain an addition to your resume and a potential letter of reference. Most important, you have gained relevant experience.

Internships, work-study jobs or cooperative education have been available to young people in school settings for quite some time. Adults are now seeking this same opportunity. The need for adults to do this is just as real and in some cases, more urgent. The young student just coming out of school may have a little more time to try out different jobs, to test the waters and to move in and out of the work world. Adults often cannot afford that luxury.

There is no single solution to setting up an internship. You may have a site in mind right now or your instructor may be able to recommend sites. A job site interview may uncover a possibility. Regardless of how you find the site, it is important that you know what it is you hope to gain from the internship. What is it that you want to learn?

You need to develop a learning contract with yourself. You will then be in a good position to draw up an agreement with an employer.

1. Ask yourself:

   A. What do I want to learn?_____

   _____

   B. Are there particular job skills I want to develop or prove?_____

   C. What further career information do I want to develop?_____

   _____

   D. What skills do I need that will help me work with people?_____

   _____

E. How do I hope to test out my views of the world of work?_____

_____

F. How will I be able to know if I like a job setting? That I am happy? Challenged? Bored?_____

_____

G. Given what I want to learn or hope to gain, what are the projects or short-term responsibilities I could perform for the employer that would:

- Provide the employer with needed service, information or staffing?
- Provide me with a chance to learn what I want to learn or gain what I hope to gain?

There is a cost to the employer because that person must take time to supervise you. The challenge, then, is to show the employer that the benefit will outweigh the cost. You need to point out that the service you can provide or the project you can do might not otherwise be done, or not done as well.

Often there is an unspoken advantage in these situations. Employers sometimes hire interns after the internship is completed. The internship serves as an unpaid trial period, an opportunity for both the employer and the employee to get a good look at one another. Although there are no guarantees, this happens often enough that you should be aware of the possibility.

Following are steps to help you develop your own internship:

1. Choose an employment area, then a site in which you could learn/gain what you want.

   _____ _____

2. Outline in detail what it is about that position or site that you want to learn/gain._____

   _____

3. Locate the correct person with whom to speak._____

4. Think of a plan, project or service that you feel you could offer this person in exchange for your learning. (One way of coming up with an idea is to make an appointment with the person, explain what you would like to do, and ask for his/her help in thinking of a project or service you could perform.)

5. Draw up a learning contract between you and an employer, which states:

   - What you hope to learn/gain.
   - What projects or services you will perform, including hours, beginning and ending date, specific tasks or duties.

Both you and the employer need to review and agree to this contract. A contract is important to make sure both your expectations and those of the supervisor are clear. An outline which could be used for this type of contract is presented on page 165.

Your instructor will be able to help you if you are interested in an internship.

Internship Learning Contract

Intern's Name _____

Address _____

_____ Phone _____

Cooperating Organization _____

Supervisor _____

Internship Duration _____ to _____

Learning Goals — State the objectives you hope to achieve during this time period.

Learning Method — State how you will reach your stated goals. Include specific tasks, projects, responsibilities and work schedule.

We, the undersigned, hereby agree to enter into the learning project set forth above.

Intern _____ Date _____ Supervisor _____ Date _____

Staff Guide
THE JOB INTERVIEW

Introduction

Many job applicants who are well-qualified for the positions they apply for lose the competitive edge during the job interview. Some people appear indifferent because they act too casual, while others seem so nervous that they cannot answer the interviewer's questions adequately.

At this point in the CRA workshop, participants should have completed three career exploration interviews. These should have helped participants feel comfortable in an interview situation in addition to developing interview skills. Yet there are differences between interviewing for information and interviewing for a job. This section is designed to help participants feel comfortable answering and asking questions during a job interview.

Rationale

We all need to establish good lines of communication with people who employ us. Ideally, we build this communication during the job interview. We present ourselves as thinking, questioning individuals and create an atmosphere of acceptability for asking intelligent questions. Learning and practicing interview skills helps develop conversational patterns which are likely to be repeated.

The job interview is important because:

a. It is essential to the hiring process.

b. It establishes a framework for future conversations between you and the employer.

Objectives

To help participants understand what employers look for in the job interview

To increase participants' comfort level during an interview

To help participants respond to frequently asked questions

Procedure

Materials required: participant handout, pages 168-171.

Approximate time required: 1. 45-60 minutes for guest speaker.
2. 45 minutes for role play.

This activity has been rated as particularly useful by participants and facilitators because it provides "real world" information on what employers look for in job applicants. It also provides "dos and don'ts" of the job interview. The first part of the session should include a guest who is an expert on job interviews. The facilitator should contact the employment office or personnel department of an employer in the area. Request an appointment with an individual who does most of the employment interviewing for the company. Arrange to have that person speak to the workshop participants about job interviews. Include the following information:

- What employers look for when they initially screen applicants (personal appearance, behavior, personal qualities, etc.)
- What employers look for in resumes and job applications
- What questions employers are likely to ask applicants
- What questions employers expect applicants to ask of them

Be sure the guest is prepared to field questions from participants. Some guests may be willing to distribute sample job application forms and discuss their contents with participants.

Part two of this session begins after the guest has completed the presentation.

Review the rationale for this activity with participants. Have participants read the handout. Ask for volunteers to share their feelings about situations they experienced while interviewing for information.

Divide the group into triads for the job interview role playing activity. Ask one participant to be the interviewer, one the applicant and the other an observer. The observer should provide a critique of the interview. Rotate roles so that each person experiences both interviewing and being interviewed. Time may not permit each person to ask or answer all questions. It may be helpful to have participants divide the questions in the handout so that all questions are discussed at some point during the role play.

Participant Guide
THE JOB INTERVIEW

You have experienced interviewing for information as part of your career exploration activities. This section will help you use that background to prepare for the job interview. It is important that you become comfortable answering and asking questions during a job interview.

The job interview is an important first step in developing conversation between you and your employer. You must know and be able to discuss your work history, qualifications, strengths and weaknesses.

The job interview is usually part of the screening process. Therefore, it's important for you to be prepared, relaxed and assertively composed during the interview.

Employees also screen. Unfortunately, employees normally screen employers after hiring takes place, instead of during the initial interviewing process. By asking intelligent questions and evaluating the employer's responses, applicants can also be selective. This approach eliminates the more traditional trial-and-error method for discovering compatible job responsibilities and working environments.

Interviewing skills are developed over time. They can be improved as a function of practice, self-analysis and criticism from others.

With two other persons, role play job interview situations. Let one person be an observer who takes notes regarding questioning technique, quality of answers, body language and other variables. Rotate so that each person plays each role including that of observer or critic.

Use the handout Typical Questions Employers Ask to guide the role play interview after the introductions have been made. The role play will be most productive if participants stay in the roles they have assumed.

At the completion of the exercise, ask the other people in your triad to help you prepare a list of interviewing strengths and weaknesses. What areas need improvement? Which seem to be your strong areas?

Since you will be undertaking your job search in a business-like manner, you may find it useful to keep records of your interviews. The handout, Job Search Check List will help.

Typical Questions Employers Ask

Practice answering these questions.

What are your long-range and short-range goals and objectives?

What do you see yourself doing five years from now? Ten years?

What do you really want to do in life?

What are your long-range career/trade objectives?

How do you plan to achieve your career/trade goals?

What are the most important rewards you expect in your trade/business career?

Why did you choose the trade/career for which you are preparing?

What do you expect to be earning in five years?

Which is more important to you, the money or the type of job?

What do you consider to be your greatest strengths and weaknesses?

How would you describe yourself?

How do you think a friend or professor who knows you well would describe you?

How has your college experience prepared you for a trade/business career?

Why should I hire you?

What makes you think you will be successful in this trade/business?

How do you determine or evaluate success?

In which ways do you think you can make a contribution to our company/union?

Job Search Check List

Firm or Company Name: _____

Address: _____

Telephone: _____ Business Hours: _____

Interviewer: _____ Title: _____

Extension #: _____ Secretary or Receptionist's Name:

_____

Date of Interview: _____ _____ Followup Letter Date: _____

Call Back Date: _____

Referred To: _____

_____

Notes:* _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

* You might include here what worked well for you in interviews; areas you want to research further; people you want to see again and other ideas which seem significant to you. It is always best to jot down your thoughts immediately following the interview; otherwise important information is sometimes lost.

Resources for Job Interviews

Bolles, Richard Nelson. A Practical Manual for Job-Hunters and Career Changers: What Color Is Your Parachute? Ten Speed Press, Box 7123, Berkeley, California 94707, 1980.

Geeting, Baxter and Corinne. How To Listen Assertively. Monarch Press, Simon & Schuster Building, 1230 Avenue of the Americas, New York 10020.

Medley, H. Anthony. Sweaty Palms: The Neglected Art of Being Interviewed. Lifetime Learning Publications, Ten Davis Drive, Belmont, California 94002.

New York Life Insurance Company. "Making the Most of Your Job Interview." Available from any New York Life Insurance Company office.

Robertson, Jason. How to Win in a Job Interview. Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632.

Saxenian, Hrand. "To Select a Leader." Technology Review, Vol. 72, No. 7, May 1970, pp 54f.

Staff Guide: Your Resume

Introduction

There is a good deal of controversy today over the utility and/or the content of a resume. The materials included in the participant handout make two assumptions:

1. We are better off having a resume than not having one.

2. The only good resume is one that best illustrates our unique qualifications for a specific position.

The goal of this section is to develop participants' abilities to write resumes and increase their awareness of how a resume can be used to advertise their skills and interests. The activities will call for participants to do the following:

- Define personal career objectives
- List the essential components of a resume
- Assemble a portfolio of sample resumes and cover letters
- Write a personal resume for a specific job
- Describe the purpose for a cover letter and write one effectively

Rationale

The resume is a reflection of the individual writing it. It shows off his or her skills, knowledge, experience and intelligence. The primary function of a resume is to get the person past the door of a prospective employer for an interview. A resume is needed by almost every one at some point and when done well can be the key to helping you get the job.

Many people find that during a job search, more than one version of their resume is needed. The same set of skills and experiences qualify a person for different jobs; however, it is difficult for a one- or two-page resume to adequately highlight the special skills different employers are looking for.

This section will strengthen participants' ability to tailor a resume so it is responsive to a particular job description.

Objectives

To help participants practice job search skills

To help participants understand effective resume preparation

Procedure

Materials required: participant handouts, pages 174-185, blackboard or newsprint, marker.

Approximate time required: 1 hour, plus homework assignment.

Read through the participant materials with the group (if the group has decided this is a shared interest). It may be helpful to have one person volunteer to share his or her objective and allow the group to participate in developing supportive background data. Using the worksheet format record the supporting evidence on a blackboard or newsprint.

Encourage every participant who is interested to complete the worksheet at home. You may need to help some individuals choose a format. Triads may be used for this purpose. Most often an individual critique of the resume proves helpful.

Participant Guide
YOUR RESUME

"You'd like to apply for this job? Sure, just drop a copy of your resume in the mail."

Did you gulp? Most people either don't have a resume or it is out of date. No one seems to enjoy resume preparation, but it doesn't have to be a big ordeal. In fact, putting your resume together can be a great source of personal satisfaction.

Each of us should have a resume and a resume file into which we drop notes on personal experiences, conferences, job assignments or other useful additions. Some employers ask their staff to give them a current resume each year. If someone pushes you like that, fine. If not, take our word for it: it is not only handy to have a current resume around, but it also feels good. You'll be ready for opportunity to knock; you'll have your act together--on paper yet!

So let's start from scratch.

One cardinal rule to remember: There's no one right way to create a resume.

The format of your resume should show your unique set of skills in the way that will best serve to get you an interview for a specific job.

You cannot write a resume in a vacuum. It must be directed toward a career field (even better if you can name a specific job assignment). You may choose not to name this career field on your resume (you can do that in the letter you will send with it, if you prefer). However, knowing the sort of job you are aiming for allows you to present those skills and strengths which are most relevant first.

Most job application forms require that you list all past experience in reverse chronological order (most recent first). Resumes, on the other hand, are personal advertisements and may be put into any format or order we choose. It may be that we want to highlight certain activities, and chronological order is not always the best way of showing it. Also, some of us don't want to call attention to long absences from employment or to brief jobs. Undated resumes advertise skills rather than time frames.

Resumes may include any or all of the following:

- Career goal
- Education and/or training
- Paid work experience
- Unpaid work experience
- Skills and abilities
- Interests/hobbies
- Honors/memberships
- Personal data
- References

Ask yourself these two questions:

1. What information about me best shows my ability to succeed in the career area I am aiming for? Or, in other words, what evidence can I provide to show that I am the right person for this job?

2. In what order and format can I put the information so that the most relevant is easily seen and understood?

The work you have done so far puts you way ahead in the resume writing game. Take time to go back through your worksheets. Look closely at A Summary of Your Transferable Skills which you developed in Unit III. This will help you make sure you've included all the skills that apply to the job you are seeking. Read through the handout, What to Put in a Resume.

The Resume Worksheet on page 180 will help you arrange your first draft. Don't let the "Job Objective" stop you. You may still have several direccions in mind, but choose one for now. You cannot write an effective resume without a purpose in mind.

Once you have chosen a goal, begin writing down those skills and experiences that lead you to believe that you're a good person for the position. Don't worry about polishing now. This is not even a draft. The worksheet is your first attempt at putting together evidence of your work skills and other areas of personal qualifications.

What to Put in a Resume

The key to writing a resume is to ask yourself:

- Why am I writing it? How will my resume open doors? How will prospective employers remember me after the interview?
- To whom am I writing the resume? To which specific people do I want to provide information about myself and my skills and knowledge?
- What do I want my prospective employer to know about me?
- How can I help my prospective employer?
- How can I convince my prospective employer that I'm right for the organization?

A resume may contain many different categories of information which will vary from person to person. The following categories are found in most reverse chronological resumes, which are still the most popular style:

1. Heading

   You may put your name or the word, RESUME on the top line. Your name, address and phone number should be clearly visible, usually at the top of the page.

2. Job Objective

   This should be a simple description of what you want to do, for example, Kindergarten Teacher, Paramedic or Editor. The job objective represents what your skills and abilities are or what you hope to do or become. If you are just out of school, then the job objective will reflect what you hope to do with your career. The job objective should be general only when there are many available positions for which you could qualify and you are not certain what you are after. Conversely, the job objective should be highly specific when there are few available jobs that fit your skills and interests. For example, highly trained specialists and technicians usually do better with very specific job objectives.

   Following are some examples of job objectives.

   Job objective--a position with a large-sized corporation as a district sales manager.

   Job objective--to work with handicapped and learning disabled children in an experimental school for special education.

Job objective--a sales position with a small-sized jewelry firm.

The job objective is the first thing an employer will look for, and it is important that you be specific. If you simply cannot define a single objective, however, leave the area blank but be sure to describe your particular interests in the cover letter.

3. Cover Letter

Write a cover letter to accompany a resume you might send to a specific employer. Have a friend, an instructor or someone who is skilled in grammar and spelling look it over for any errors. Include your final resume and cover letter in your notebook with the other samples you've collected.

4. Past Employment

Your employment history can be written in several ways:

- Start with your most recent job and work back to the first or first relevant job. This constitutes a reverse-chronological resume.

- Describe the work you've done that is relevant to your career in one section, then give a chronology in a different section. This technique is popular when age might be held against a person. In this case, achievements and work experience are given first.

Include dates of your employment--especially when they reflect positively on your experiences. List only the jobs that are relevant to your job objective; omit those that are not.

5. Education

In this section, you want to list the schooling that is most relevant to the job you hope to get. List the most recent education first. Persons with advanced degrees will stress the academic credentials beyond high school. Recent high school graduates will list their high school first. If you are a recent high school graduate, you may want to list grade standing, honors, activities and memberships in organizations, etc. As you gain work experience, you'll want to substitute employment information for school experiences. Include any classes or other educational events such as workshops, seminars or conferences if they are relevant to the position for which you are applying.

6. Special Skills

List those things which qualify you for your preferred objective--tools you use, processes you understand, machines you run, procedures you have learned. Make special mention of those skills which set you aside from others.

7. Community Work

Describe volunteer experiences with church, social service and other community efforts. Be sure to emphasize responsibilities assumed, people supervised, money handled and other experiences which have prepared you for paying jobs.

8. Military Service

Give branch of service, dates of service, rank when you were discharged and a summary of your training, responsibilities and accomplishments.

9. Memberships, Publications, Unions, Professional Associations, etc.

Be sure to include all those which are relevant to your job objective. Mention any recognition you have had.

10. Personal Information

Prospective employers cannot legally ask very many personal questions. Most especially, they cannot ask you about your marital status, your age or your plans for having or caring for children. Some personal data may help to fill out an otherwise plain listing of jobs and accomplishments. It's particularly good to mention personal items which make you appear as more of a person or relate well to your objective. For example, a child care worker might mention being a successful parent of four children.

11. Reference and Work Sample

Some employers will appreciate a list of people who know you personally and professionally. In addition, many fields, such as photography or writing, will look for samples of your work. For these areas you may want to expand your resume into a portfolio which illustrates work you have done.

The cover letter is one of your most important selling points--it introduces you to a prospective employer and encourages that person to read your resume. This may get you that important interview. In almost all situations your resume should be accompanied by a cover letter. Your resume outlines your background, but a good cover letter pinpoints and personalizes the connection between you and the prospective employer.

A cover letter should:

- Be addressed to the person who has responsibility for hiring
- State what you are looking for or why you are sending the resume
- Invite the reader to look over the resume
- Suggest possible items for action or followup later

There are five types of resumes from which to choose. These include:

- The chronological-historical resume
- The functional or skills-based resume
- The creative resume
- The qualifications brief or capsule resume
- The letter resume

You may want to do a little research to determine which type is used for the jobs you are considering.

After reading this overview, you should be ready to develop your first draft using the worksheet on the next page.

Further Considerations

1. From the resource materials, answer the following questions about cover letters:

   a. What type, size, weight and color of stationery is most appropriate?

   b. Where will your address go?

   c. Why will you keep a written record of the people to whom you send a cover letter and a resume?

   d. Why and when will you send a thank you note?

   e. What format should be used for a cover letter?

   f. How will you address your cover letter? What titles are most appropriate?

   g. How should the cover letter be typed?

   h. What specific points about yourself and the company should you make?

Resume Worksheet

Job Objective

Most important related
experience or
strength or
skill or
qualification
(say to yourself "I can...," or "I did"..., or "I have"

Second most important

Third most important

Fourth

Other related information

Other

Other

After you have completed your resume worksheet, select the best format to present supporting evidence. These are the most common:

Chronological	Features your work and educational experience with the most recent first. Assumes your most recent experience is most favorable.
Functional	Features job titles (or positions) and educational experience in order of their importance rather than in terms of time.
Analytical	Features skills and abilities gained. Used especially when the skills you have developed are not obvious from reviewing your previous employers or positions.

Attached are three sample resumes, one written in each format so you can see the differences. Use them as resources for your own resume. Begin with a rough draft, then work and rework it. Each word should be carefully chosen and arranged.

Other things to consider when writing a resume:

- Be concise. One page is often best.
- Include personal information such as birth date, height, weight, marital status, number of dependents, health, ability to relocate, only if you feel it has relevance to the job or if you feel it is positive and supportive.
- Have your resume professionally typed if necessary. The choice of paper, style and color should reflect your personality and be correct for the career field you are choosing; that is, what appeals to a child care center may not appeal to an advertising agency, and vice versa.
- Never mail a resume to a prospective employer without a letter to explain what you want. The letter should be a brief statement which connects you with the employer or the job. It invites the reader to look at the resume. Whenever possible, it should be addressed to an individual (if necessary, phone the employer and ask the name of the person responsible for the position which interests you).

Sample Resume No. 1-Chronological Approach

Jane Jones
000 Any Street
Anytown, OR 00000
000/000-0000

OBJECTIVE Library, Word Processing, or Records Supervisor; or Editor.

EDUCATION
1978 Lake Community College, Associate Degree, Secretarial Science,

WORK EXPERIENCE

LAKE COMMUNITY COLLEGE
Position: Word Processing Operator
5/79 to present Responsibilities: Edit, type, and print out all types of material for the College using an NBI word processor. Correct grammar and punctuation, set up style, keep daily log and statistics. Work in a responsible self-disciplined manner, have good rapport with customers, take dictation and do proofreading.

Position: Circulation Clerk III
9/76--4/79 Responsibilities: Work with the public; do reference interviewing, billing procedures, typing, filing, assist in supervision of many workstudy students.

FRESNO WATER & ELECTRIC BOARD
1970-74 Position: Librarian
Responsibilities: Do reference work, type records, legal documents, letters, assume full responsibility for central filing system and archives, act as liaison for County Courthouse research, operate IBM computer terminal.

Position: Clerk Typist I & II
Responsibilities: Type letters, do teletype printout, file, keep records, proofread, process mail, act as back-up receptionist for 40 people.

SKILLS Type 60-70 w.p.m., shorthand dictation 55-60 w.p.m., operate the following machines: NBI Word Processor, electric typewriter, IBM computer terminals CRT and CPT, calculator, photocopier, keypunch, teletype, 40 phone switchboard. Working knowledge of Library of Congress Classification System.

INTERESTS Playing piano, refinishing antiques, weaving, cooking, swimming, and playing tennis.

REFERENCES Furnished upon request.

Spring 1981

Sample Resume No. 2-Functional Approach

John Smith
0000 Village Lane
Any City, WA 00000
000/000-0000

EMPLOYMENT OBJECTIVE: A position utilizing education and experience in public relations and public service.

PUBLIC RELATIONS

Public Relations Coordinator, City of Johnsonville, 1978-present. Wrote feature stories, wrote and placed news releases about City activities and business. Arranged photo sessions and news conferences with officials and visiting dignitaries.

Public Relations Specialist, Washington Associated Industries, 1975-1978. Prepared public relations campaign strategy. Wrote press releases about WAI positions on current issues.

PUBLIC SERVICE

Assistant to the Mayor, Green River, 1973-75. Managed Mayor's office. Developed position statements on issues. Represented Mayor's Office for community functions.

EDUCATION Linfield College, B.A. Communications, 1970
Lewis and Clark College, M.A. Public Administration, 1980

PROFESSIONAL ACTIVITIES American Association of Public Administrators, Regional Representative

REFERENCES Available upon request.

9/32

Sample Resume No. 3-Analytical Approach

Ann C. Doe
000 South Street
Anytown, AK 00000
000/000-0000

OBJECTIVE

A position in the field of Public History, preferably in the area of Cultural Resource Management.

QUALIFICATIONS

I have a long-standing interest in historical preservation. I have researched and documented maintenance of historical sites and objects. Historical site field work appeals to me as I enjoy the outdoors and I have a basic mechanical ability.

INTERPERSONAL SKILLS

I enjoy contact with people of various ages and backgrounds and have years of experience of direct public contact through sales. I have also dealt with customers in a public relations capacity in which I received complaints, assessed needs and implemented action to solve problems.

CLERICAL SKILLS

I have extensive experience editing manuscripts, gathering information and news writing. My background includes typing, filing and organizing data and material. I am efficient and have a good head for detail. I can operate various types of office machines.

PERSONAL SKILLS

I have 25 years of experience managing a home and family. I handle pressure well and am capable of dealing with multiple demands and finite resources.

References and writing sample available upon request.

Fall 1981

Resources for Resume Writing

Biegeleisen, J. I. Job Resumes: How to Write Them, How to Present Them, Preparing for Interviews. Revised/Enlarged. Grosset & Dunlap, Publishers, 51 Madison Avenue, New York, New York 10010, 1976.

Bolles, Richard Nelson. A Practical Manual for Job Hunters and Career Changers: What Color Is Your Parachute? Ten Speed Press, Box 7123, Berkeley, California 94707, 1980. $6.95.

Catalyst. Resume Preparation Manual: A Step-by-Step Guide for Women. Catalyst, 14 East 60th Street, New York, New York 10022, 1976. $4.95.

Donaho, Melvin W. and Meyer, John L. How to Get the Job You Want: A Guide to Resumes, Interviews and Job-Hunting Strategy. Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632, 1976. $3.95.

Faux, Marian. The Complete Resume Guide. Monarch Press, New York, New York 10022, 1980. $3.95.

Johansen, I. Norman. Write Your Ticket to Success: A Do-It-Yourself Guide to Effective Resume Writing and Job Hunting. Job Hunter's Forum, Annapolis, Maryland 21403, 1976. $7.95.

Lathrop, Richard. Who's Hiring Who. Reston Publishing Co., Reston, Virginia, 1976. $5.95.

Staff Guide
CAREER PLANNING: YOUR CRITICAL PATH

Introduction

In the working life of American adults, career change is common. As has been demonstrated in this Handbook and in the wealth of popular career planning books available, career change does not have to be a disorderly process. Nor does it necessarily have to make the individual involved feel as though his or her career is spinning out of control. This section discusses various patterns of occupational change and involves participants in considering these patterns. It also provides a "critical path" chart to help participants identify the many potential directions open to them where they can apply their skills, interests, values and previous experiences.

While this activity may be considered optional, it is recommended that the content of the discussion be presented briefly along with the possible need for recurrent career planning efforts.

Rationale

Career Planning--Your Critical Path, encourages participants to be specific about future positions they might hold. It asks them to think in terms of the transferable skills they have or will develop and how those skills may lead to new possibilities. Participants need to be reminded that these plans are not carved in stone, but that the very act of planning for the future puts one more in control.

Our plans change because our needs and skills change, but new plans always capitalize on previous experiences. Thus we reinforce once more that there is never one ultimate career decision but rather a lifetime of choices made in response to change.

Objectives

To help participants understand various career patterns

To help participants plot personal career paths

To identify jobs that use participants' transferable skills

Procedure

Materials required: participant handout, pages 190-191, blackboard or newsprint, marker.

Approximate time required: 45-60 minutes.

Give a small lecture that covers the following points:

- Not many years ago, those who voluntarily changed careers were labeled unstable, mixed up, unable to adapt or just generally untrustworthy. Research has shown that those who change careers are no more emotionally maladjusted than those who stay with one career.

- The U.S. Bureau of Labor estimates that most American adults will change jobs or careers from five to seven times during their working life.

- Changes in careers result mainly from life experiences.

Wilensky (1961) has identified six categories of direction and orderliness in occupational changes:

1. Orderly horizontal progression in which skills and experiences gained in one job relate directly to performance in subsequent jobs. Jobs are sequenced in a hierarchy of prestige within one occupational stratum. We have termed this the "traditional progression" (represented by diagram #1).

2. Orderly vertical progression in which approximately half of the individual's work history is in jobs that are functionally related and in a hierarchy of prestige but the mobility pattern cuts across occupational strata.

3. Borderline orderly vertical progression in which one-fifth to less than one-half of the work history is in jobs that are functionally related or arranged in a hierarchy of prestige and the mobility pattern cuts across occupational strata.

4. Disorderly horizontal movement in which less than one-fifth of the work history is in functionally related, hierarchically ordered jobs and the mobility pattern does not cut across occupational strata.

5. Disorderly vertical movement in which at least four-fifths of the work history is in jobs that are neither functionally related nor hierarchically ordered and cut across occupational strata.

6. One job constitutes the entire work history.

Most of the research on career patterns has focused on men's careers, however, Super (1957) classified women's career patterns as follows:

1. Stable homemaking in which the work history does not include work experience outside the home.

2. Conventional in which the work history includes a job, then homemaking.

3. Stable working in which the work history includes entering the work force after leaving college and a plan to return to the career after a period of full-time homemaking.

4. Double-track in which the work history includes going to work after education and continuing to work outside the home while homemaking.

5. Interrupted in which the work history is a sequence of working, homemaking, working and/or homemaking.

6. Unstable in which the work history is a series of shifts between work and full-time homemaking resulting from economic pressures.

7. Multiple-trial in which the work history reflects a succession of unrelated jobs with little or no stability.

Discuss the notion of planning with the group. Ask them to read the introductory material in the participant handout and respond to it.

Before they actually work with the diagram of their critical path, it may be helpful for individuals to list those factors, both internal and external, that may change for them in the future. Given those factors, have participants next chart how they would like to see their paths develop within an organization and beyond it.

Different career paths are diagrammed on pages 191a-191b. These diagrams illustrate various ways that individuals relate to organizations or how they can move within (or without) organizations.

You might draw these on newsprint or the blackboard as you explain each one, and then ask for volunteers to offer alternatives or hoped-for relationships between themselves and the places they work.

Diagram #1 Traditional lockstep progression

Diagram #2 The static center in the hub

Diagram #3 Random in-and-out path (no career or organizational commitment)

Diagram #4 Upward spiral

Diagram #5 Path interlaced with other roles, outside the mainstream (for example, the seasonal worker or the parent who takes time off for child-rearing)

Diagram #6 Encourage participants to diagram their career in relation to the organizational structures they see and the career progress they hope to make.

Ask participants to work on their personal critical paths. Emphasize that there may be many paths to one goal and that an individual may have more than one goal. Every position should be looked at closely not only for its worth as a step toward a goal but also for the skills that can be gained from it.

Use the Sample Critical Path to clarify how this diagram can be used. Brainstorm with the group to fill in the needed skills and training. Have each participant fill in the Critical Path on page 191a. Encourage the use of lateral moves and other career alternatives.

References

Super, Donald. The Psychology of Careers. New York: Harper and Brothers, 1957.

Wilensky, Harold. "Orderly Careers and Social Participation." American Sociological Review, August, 196-

Participant Guide
CAREER PLANNING: YOUR CRITICAL PATH

Adults often feel that they cannot plan their lives or their careers. They feel that there are simply too many factors out of their control: the job market, spouse's plans, children, geographic moves, health. Also, they say, "I want to be flexible, to be able to roll with the opportunities, to be open to suggestion."

To have a long-term career plan does not mean that you cannot take advantage of an unexpected opportunity. It does, however, provide you with a context in which to judge that opportunity. Having a plan means that you are making career moves with a strong sense of your values, interests, skills and long-term goals.

A career plan may change over time. Your plan must change as your living environment and personal needs change.

Consider the factors that are resulting in your current career choice. Which of those factors will change?

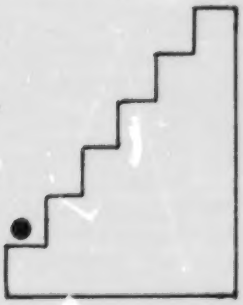
	Now	May/Will Change
Internal		
Values		
Interests		
Skills		
Experience		
Self-Confidence		
Goals		
Health/Age		
External		
Geographic location		
Family commitments		
Home tasks		
Ability to move		
Training		
Finances		

A life or career plan is not meant to be rigid; it is not a game plan with a final destination. The goals you aspire to now may not be your goals a few years from now. However, it is from the goals you have now and your efforts toward achieving them that new goals will come. Your growth depends on your ability to redirect plans as you experience changes in your interests, skills and personal living environment.

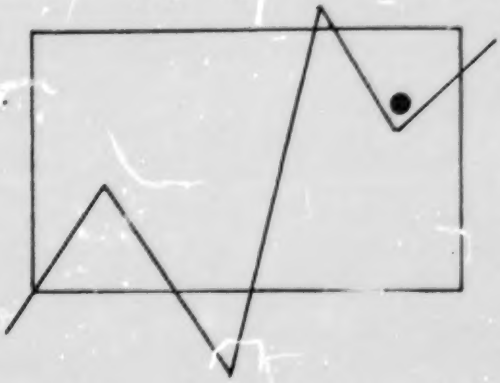
One way to think about your plan is to see it as a path leading to where you currently want to go.

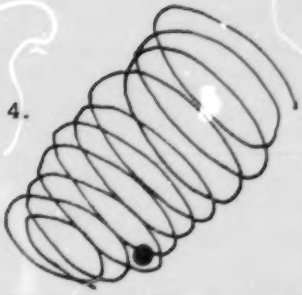
People move along their career paths in very different ways. Some are direct, some wander. Some don't seem to move at all.

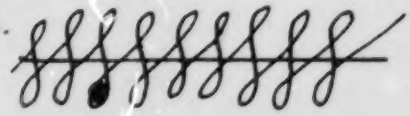
Choose a diagram that illustrates the path you have followed in the past.

1. 

2.

3. 

4. 

5. 

6. or? _____

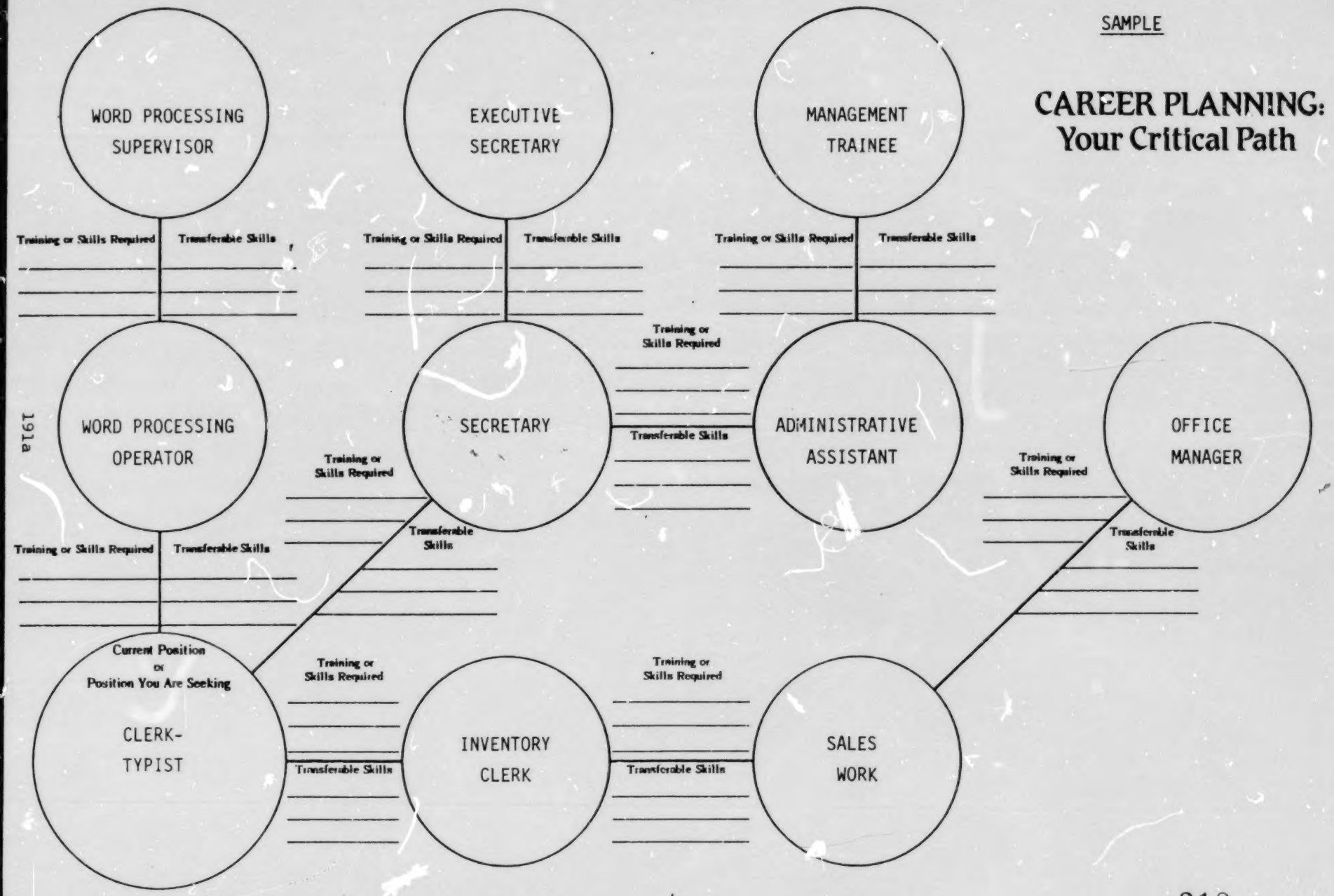
Do you see your career path as a straight line, interlaced or random? How do you feel about that view?

What sort of importance does your career plan have in your life?

On page 191a you are given the outline of a sample critical path. There is no right or wrong way to fill in the blanks. Think about what you want, what you already have and what you need to get what you want. Fill in the Critical Path on page 191b and use it as a working plan.

SAMPLE

CAREER PLANNING: Your Critical Path



191a

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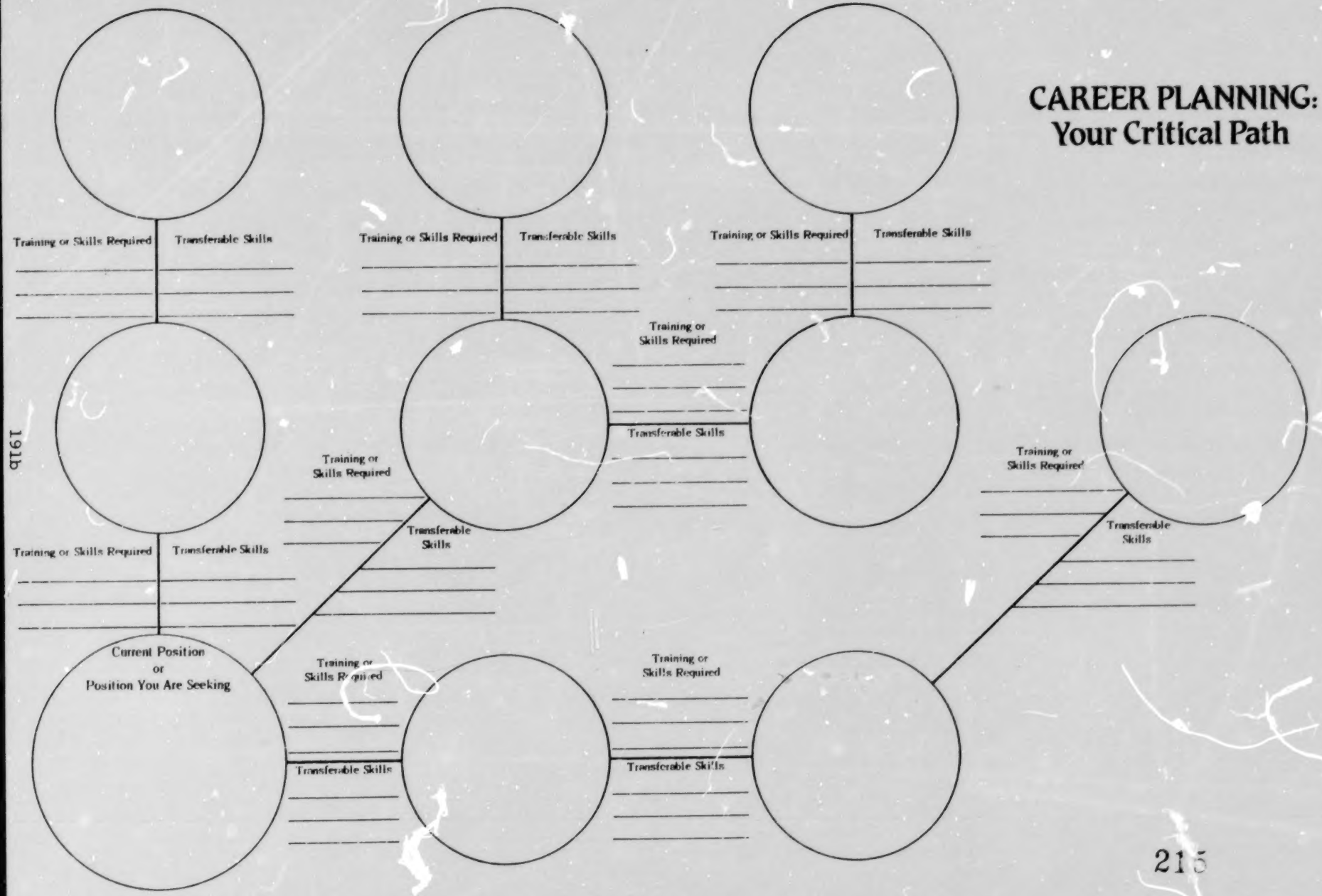
CAREER PLANNING:
Your Critical Path



19Ib

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Staff Guide
Closure

Introduction

During the last session it is important to emphasize that there is nothing final about career redirections and change. There is never one ultimate decision or one final choice. Handling change and transition in life is a constant. Some changes are traumatic or difficult while others require only minor adjustments, but there will always be turning points in our lives.

It is important for adults to realize that Career Redirections is a process they can use to help themselves prepare for change or to initiate change. At a future time, they can turn back to the self-assessment activities and evaluate their changing values and needs. They can choose to explore their options and gather the information they need for decision making.

To say that there are no ultimate decisions or that change is constant does not mean that planning is unnecessary. A typical response is to say, "Well, I'm going to wait and see what happens..." or "Well, I can't make any plans until..." There may be times when these reactions are legitimate, but often the individual is reacting to external situations and the choices made by others rather than making decisions based on personal values and needs.

Rationale

It may be difficult to bring the workshop to an end. The activities often result in group closeness and dependence. Ideally, our society would have ongoing centers that would sponsor programs such as this one; people could progress at their own pace and enter and exit as needed. As it is, participants should have the option of at least one individual followup session (particularly important if they opt to engage in an internship).

Another alternative for some participants may be meeting with each other periodically. This is especially valuable for those who are engaged in job searches.

The final activity, Career Planning, is included to help adults look beyond their current choices to the roles they may wish to assume in the future. The following activity helps participants set goals for action and a reasonable time frame for accomplishing them.

Objectives

To help participants imagine future career goals

To help participants reflect on and restate career goals

To provide closure to the workshop

Procedure

Materials required: blank paper and an envelope for each participant.

Approximate time required: 30 minutes.

This activity has two components: guided imagery of a career and goal writing.

Remind participants of the guided fantasy exercise they completed in a previous session. Suggest that their imaginations can be powerful in implementing their career goals. Read the following statements to help guide an imaging activity.

1. Sit back, relax and get comfortable. Close your eyes. Relax your hands, your feet, your arms, your legs.
2. In your mind, picture yourself entering an elevator in a very tall building.
3. There are many floors in this building. Each one represents a year in your career.
4. Press the button marked "2". The elevator starts and stops.
5. The door of the elevator opens on "2", and you can see a work setting. Perhaps it is an office, a school, a construction site, a manufacturing plant, a store or warehouse. It is the setting in which you want to be working in two years.
6. (Slowly, pausing between each question): What do you see? How are you dressed? What does your work space look like? What tasks are you doing? What are your co-workers like? How much money do you make? What is your work schedule? Are you happy here?
7. Now return to the elevator and press the button marked "5". The elevator moves and the door opens on "5". It is five years into your career.
8. (Slowly, pausing between each question): Here is your work setting in five years. What kind of space do you see? How are you dressed? What are your job responsibilities now? How does your work environment make you feel? Who are your co-workers? How much money do you make? What benefits are provided to you on this job? Have the changes been good for you?
9. Now return to the elevator. Press the button marked with a number that is significant to you. The elevator takes you to that floor, that year in your career.
10. (Slowly, pausing between each question): Enter your work place. How are the furnishings or the equipment arranged? Do you report to someone or are you your own boss? How creative are you in your work? How much flexibility in your work hours do you have? Do you travel? Where? How often? What does your family think about your work? How long do you want to be doing this work?
11. When you are ready, return to the elevator. Press the button that will bring you back to the present. But keep all the pleasing aspects of the work you visualized clearly in your mind. The elevator is moving down, down. It stops. It is now.

Writing Goals

Distribute a blank sheet of paper and an envelope to each participant. Ask participants to recall the most desirable characteristics about the years they visualized in their imagery. Ask them to make a goal statement that reflects an action they can take within the next six months to implement the goal.

Suggest that participants write at least three goal statements. Assure them that no one else will see these statements. Have participants fold the paper and put it into the envelope and seal it. Ask them to address the envelopes to themselves. Collect the sealed envelopes, and indicate that they will be mailed to the address given in exactly six months.

Suggest that the final journal activity be completed at home as a means of reflecting on the workshop.

Thank the group for participating. Offer information or individual sessions, if appropriate or needed. Be sure that participants know how to contact you.

Participant Guide

Journal Activity: Do It Yourself Career/Life Planning

The goal of this program was to help you make changes in your current career path. An additional goal of this program was to teach you a process for making career changes necessary in the future. Being able to handle change means you are in control of your life.

A first job or a change is not a long-term career plan. Each job you hold should be viewed in terms of your long-term career goals. This is not to say that you must move from job to job. It is likely, though, that as your needs, skills and life situation change, you will be ready for job change as well.

- Where would you like to be five years from now? What are your short-term objectives?
- Where would you like to be ten years from now? What are your long-term goals?
- Which of the values you now hold may change in the future? Will this change in values have an effect on how you view your career?
- What skills do you plan on gaining that may change your career goal?
- In the future how could you assess yourself in terms of values, interests and skills?
- Could you then take that information and explore new options to your career position? How would you go about doing your own job site interviews? Your own career exploration experiences?
- What did you learn that you will be able to apply to other situations? Might there be value for you in keeping an ongoing career journal, noting new skills, interests, thoughts about your career direction?

Additional Resources for Career Planning/Job Hunting

Bolles, Richard. What Color Is Your Parachute? A Practical Manual for Job Hunters and Career Changers. Berkeley, California: Ten Speed Press, 1980.

Figler, Howard. The Complete Job Search Handbook: All the Skills You Need to Get any Job and Have a Good Time Doing It. New York: Holt, Rinehart and Winston, 1979.

Friedman, Sarde and Schwartz, Lois C. No Experience Necessary: A Guide to Employment for the Female Liberal Arts Graduate. Garden City, New York: Dell Publishing, 1971.

Irish, Richard. Go Hire Yourself An Employer. New York: Anchor Press/ Doubleday, 1978.

Jackson, Tom and D. Mayleas. The Hidden Job Market. New York: Quadrangel/NY Times Book Co., 1976.

Lathrop, Richard. Who's Hiring Who. Reston, Virginia: Reston Press, 1976.

Noer, David. How to Beat the Employment Game. Berkeley, California: Ten Speed Press, 1975.

Nutter, D. F. The Resume Workbook: A Personal Career File for Job Applications. Fifth Edition. Cranston, Rhode Island: Carroll Press, 1978.

Resources for Those Interested in Returning to School

Apps, Jerold. Study Skills for Adults Returning to School. McGraw, 1978.

Blaze, Wayne and John Nero. College Degrees for Adults. Beacon Press, 1979.

Blaze, Wayne and John Nero. A Comprehensive Guide to Over 120 Programs Featuring Options in Self-Directed Learning, Credit for Learning Through Life Experiences, and Off-Campus Learning. Boston, Massachusetts: Beacon Press, 1979.

Bolles, Richard. The Three Boxes of Life and How to Get Out of Them. Berkeley, California: Ten Speed Press, 1978.

Cross, W. and C. Florio. You Are Never Too Old to Learn. McGraw, 1978.

Directory of Accredited Private Home Study Schools. Available from Accrediting Commission, National Home Study School Council, 1601 18th St. N.W., Washington, D.C. 20009. Free.

Gordon, Linda W. and Judy H. Schub, ed. On-Campus/Off-Campus Degree Programs for Part-time Students. Available from National University Extension Association, One Dupont Circle, Suite 360, Washington, D.C. 20036. $4.00.

Gross, Ronald. The Lifelong Learner. New York: Simon and Schuster, 1977.

Gross, Ronald. New Paths to Learning: College Education for Adults. New York: Public Affairs Committee, Inc., 1977.

Herbert, Tom and Coyne, John. Getting Skilled: A Guide to Private Trade and Technical Schools. New York: E. P. Dutton, 1976.

Lenz, Elinor and Shawitz, Marjorie Hansen. So You Want to Go Back to School: Facing the Realities of Reentry. New York: McGraw-Hill, 1977.

Lovejoy, Clarence E. Lovejoy's Career and Vocational School Guide: A Source Book, Clue Book and Directory of Institutions Training for Job Opportunities. Available from Simon and Schuster, Rockefeller Center, 630 Fifth Avenue, New York, New York 10020. $3.95.

Paying for Your Education: A Guide for Adult Learners. College Entrance Examination Board, 1980. Available from College Board Publication Order, Box 2815, Princeton, New Jersey 08541. $3.50.

Peterson's Annual Guides to Undergraduate and Graduate Study, 1980.

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